

spear

centre for sport, physical education
& activity research



Chance to Shine Secondary School Girls Programme Final Evaluation Report: November 2019



**CHANCE
TO SHINE**

About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Social & Applied Sciences at Canterbury Christ Church University. *spear* undertakes a range of evidence-led analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terre des Hommes, Department of Health, Department for Education, English Federation of Disability Sport, Mencap, Access Sport, Youth Sport Trust, UK Sport, Sports Coach UK, Sport England and Sport Wales. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* has helped guide and inform public policy by contributing to the wider evidence base used by policy makers, providing a rationale for government and commercial investment, and steering programme improvements that enhance the experience of practitioners and participants.

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Secondary School Girls evaluation undertaken by *spear* and commissioned by Chance to Shine. Report produced by *spear*.

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Context

About Chance to Shine Secondary School Girls Programme

Chance to Shine Secondary School Girls Programme is a new initiative delivered by Chance to Shine in 2019 and supported by NatWest, Royal Mail, Sage Foundation and several other existing Chance to Shine donors. The programme has been designed using prior insight and aims to maintain and increase engagement in cricket and physical activity in girls, and to develop key employability and leadership skills.

The programme uses the inclusive nature of cricket to provide welcoming and informal clubs which appeal to secondary school girls. Chance to Shine aimed to engage 3,500 11-16 year old girls through delivery of the programme in 120 secondary schools across 17 counties. County cricket boards employed qualified coaches to deliver the free programme over a number of weeks in schools. Girls received training to become leaders, supporting them to run after school clubs and encourage more girls to play cricket and develop through the sport. Schools were not required to have any previous involvement or experience with cricket.

About *spear's* evaluation

spear has been commissioned from April- November 2019 to conduct an independent evaluation of Chance to Shine Secondary School Girls Programme. The evaluation is designed to capture evidence of outcomes achieved and to highlight key lessons which may be applied to future programmes. This report focuses on how the Secondary School Girls programme has impacted its participants; afterschool club attendees and young leaders, as well as its deliverers; coaches, teachers, schools and county cricket boards.

Data informing this report are drawn from quantitative and qualitative sources. Survey responses were collected at the beginning and/or end of six weeks of cricket activities in schools. Five site visits to schools and interviews with 24 coaches were conducted to provide an enriched understanding of programme delivery.

The report is divided into five substantive sections: Reception and Engagement; Insight; Impact; Programme Design and Delivery and Key Messages. The Key messages section contains tailored guidance for schools, coaches, and how to engage leaders to help support sustained engagement in cricket from this population. Five leader profiles and five player profiles are included in the impact section and a suite of five case studies is presented as Appendix D.

Secondary School Girls Programme Components

- Professional coaching and support to establish extracurricular cricket clubs for girls
- Young leader training and development
- Taster sessions within the curriculum
- Support girls to engage in competition and continue playing at local clubs

Secondary School Girls Programme Outcomes

To support girls to...

1. Develop, maintain and strengthen their engagement with sport
2. Develop confidence, through the opportunity to develop new skills, friendships and support networks
3. Develop resilience, through experiencing winning and losing, coaching feedback and support
4. Develop leadership skills, including communication skills and guiding others towards a common goal
5. Become positive role models for younger girls, with the passion and ability to inspire others

Research questions

- Has the new Secondary School Girls Programme enhanced girls' engagement with sport?
- Has the new Secondary School Girls Programme supported girls' wellbeing, individual and social development?
- What have we learnt from the new Secondary School Girls Programme about engaging girls and supporting their development through cricket?

Table 1. Chance to Shine Secondary School Girls evaluation

	Research	Sample (& MME ^a)
Participant and Leader Survey^b	Cross sectional survey of Chance to Shine Secondary School Girls Programme participants and young leaders at the start of engagement and 6 weeks later. Survey captures impact on participation and engagement, confidence, resilience, leadership skills and attitudes to cricket	<p><i>All participants^c</i> 1,336 survey returns from 3,024 participants & leaders (start n=735, MME+/-3.1%; End n=601, MME+/-3.5%);</p> <p><i>Afterschool Club participants</i> 717 survey returns from 2,252 participants (start n=387, MME+/-4.5%; End n=330, MME+/-4.9%)</p> <p><i>Leaders</i> 619 survey returns from 1,701 leaders (start n=348, MME+/-4.69%; End n=271, MME+/-5.46%)</p>
Coaches' Snap Survey	All coaches were invited by telephone and/or email to provide details of their experiences and perceptions of impact	38 coaches from 17 county boards contacted. Responses received from 24 coaches from 12 counties.
Site Visits^d	Site visits to schools including interviews with participants, deliverers and teachers, observation of activity sessions and facilitation of graffiti walls to capture participant voice around motivations and attitudes	<p>5 Site visits to:</p> <ul style="list-style-type: none"> - Somervale School, Somerset - Bishop Challoner School, Warwickshire - Millais School, Sussex - Tipton School, Yorkshire - Herschel Grammar School, Berkshire
Case Studies	Case studies developed from site visits to schools to capture delivery, experiences and impact of the programme from students, staff and coaches	5 case studies providing details on activities, delivery, engagement, impact, future intentions and top tips from each school. Each case study includes participant, teacher and coach voice.
Participant and Leader Profiles	Player profiles of leaders and participants from each school, highlighting specific motivations and experiences within the programme	Information obtained from interviews at site visits informed: <ul style="list-style-type: none"> - 5 leader profiles - 5 participant profiles
Key Messages	Infographic developed from communication with schools, coaches and players to steer programme development and provide an accessible guide to effective and sustainable future delivery	
Secondary Analysis	Analysis of Chance to Shine's monitoring data to generate participation figures	Monitoring returns from 17 county boards summarises the total number of girls registered as participating in the 3 elements of the programme and total number of schools engaged in the programme

^a MME = Maximum Margin of Error (see Methodological note at appendix A for further details).

^b Participant & Leader Surveys shown at appendix B, survey data at appendix C.

^c Participant and Leader data combined unless otherwise stated. Combined and separated data presented in appendix C.

^d Case studies presented at appendix D

Reception and Engagement

Participation in the programme

Chance to Shine Secondary School Girls Programme is a new initiative funding cricket coaching and leadership development for girls aged 11-16 to help them build and sustain a positive relationship with sport and physical activity through cricket. The programme employed three strands of delivery: Taster sessions, Leadership Training and Afterschool Clubs. A total of 17 county boards engaged with the programme. Cricket activities were delivered in 101 schools, 91 of which received the full programme.

Leadership training and afterschool sessions took place in schools during the summer term of 2019, and the evaluation was conducted at the beginning and after six weeks of involvement. Output targets for Chance to Shine Secondary School Girls Programme were to engage 3,500 girls in extracurricular clubs and 1,200 in leadership training.

Monitoring data collated from the 17 counties involved in the programme reported that a total of 8,469 girls took part in taster sessions run by cricket coaches in their schools. These sessions took place mostly within curriculum PE sessions. A total of 1,703 girls undertook leadership training and a further 2,252 girls participated in afterschool club sessions. In many cases, those who attended the leadership training also attended the afterschool clubs, therefore the combined total attending afterschool club sessions may be as high as 3,955. This level of engagement exceeds the proposed output targets, and suggests a total of engagement of 22-39 girls from each school involved.



After 6 weeks of cricket activities at school...

78%

of girls surveyed say they want to play more cricket

Participant & Leader Survey

“

They've had a lot of benefit, learning the game and learning how to play. So it's been sort of a two sided coin, where, yes, they've been doing the leadership, but they've also developed the skills in playing the game.

Teacher, Site visit Tapton School

“

I think the club is really good, as you get to learn new skills and play games. You get to meet new people.

Year 9 student, Site visit Millais School

“

Great programme and a great opportunity to be in secondary schools and growing girls' cricket. It has enabled girls' cricket to have a slightly higher profile. I believe the continuation of this over a number of years will be where the impact is made.

Coach, Coaches' Snap Survey

All schools were invited to participate in the programme evaluation. Coaches were provided with surveys which were issued to participants in the leadership training and afterschool clubs during the first week of participation in cricket activities and after about 6 weeks of participation. A total of 1,336 survey responses were returned; 735 responses were received from 51 schools at the start of the project and 601 responses from 44 schools were received after delivery of 6 weeks of activities.

The programme was delivered in secondary schools to target 11-16 year old girls. Data presented in Figure 1 show the majority of participants were aged 12 or 13 (57% at start and 65% at the end). Only 2% of participants at the start and end of the programme were aged 16. This low number could be explained by GCSE examinations taking place during the summer term in this age group. Similarly, the low number of 11 year olds is likely representative of the delivery timeline of the programme as it was towards the end of the academic year.

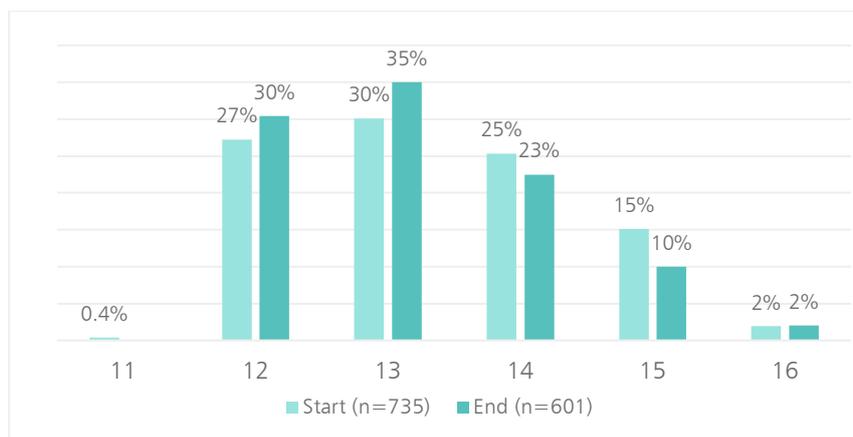


Figure 1. Combined participant and leader ages at start and end (Participant & Leader Survey).

At the start of the programme 387 participants (53%) described themselves as participants in the afterschool clubs while 348 (47%) reported that they were leaders. After 6 weeks of activities 330 respondents (55%) reported that they were participants and 271 (45%) were leaders. Combined analysis of age and participant or leader response, demonstrates that a higher percentage of 12 and 13 year olds who took part were participants rather than leaders, while those older students taking part (aged 15 and 16) were more likely to be leaders than participants.

Further demographic data from survey responses demonstrates that 68% of girls responding to the survey considered themselves to be 'White British', 16% were 'Asian or Asian British', 4% were 'Black or Black British' and the remaining participants were from 'Other' or 'Mixed' ethnic backgrounds. Only 3% of respondents reported that they had a disability.

What is it about cricket that you like?

“

It's enjoyable and I like being part of a team.

“

It helps with skills in other sports.

“

Playing with my friends.

“

It is exciting and you always get a go.

“

Meeting new people and being active after school.

“

I like cricket because you do lots of different skills and have fun.

“

I like learning new things and feeling like I improve and achieve something.

Participant & Leader Survey

Engagement with Cricket

Prior experience of cricket varied from school to school. Some schools were selected through their previous engagement with Chance to Shine or their county cricket board, while some schools became involved for the first time and had not previously delivered any cricket activities to girls either within or outside of the curriculum. The diverse range of previous experience of cricket in schools is demonstrated across the five case studies presented in Appendix D. From these examples, intention for future engagement in cricket is evident and as a result of the programme in two schools, cricket will be added to the girls PE curriculum for future years, which will increase exposure to the sport.

Responses from the Coaches' Snap Survey demonstrate a good level of engagement from the schools. One county board lead stated:

"The programme has benefited the school and teachers via the teacher portal and CPD course. The leadership course was fantastic and the girls really enjoyed it. The teachers were also really pleased to see how engaged they were and how their confidence grew throughout the course and the programme". (Coach, Coaches' Snap Survey)

A delivery coach reported that:

"The programme has had quite an effect in some of the schools, it shows there is demand there for cricket and for girls' cricket. The challenge now is to maintain the interest and keep them involved... All the feedback from schools directly has been extremely positive and the programme has gone down really well and they'd like to continue". (Coach, Coaches' Snap Survey)

Data pertaining to retention to cricket and transition to local cricket clubs has yet to be collated; however, interview data collected at site visits and responses to the Participant & Leader Survey reflect a common intention to continue playing cricket at school or at a local club. Players were asked to report on their engagement in cricket, knowledge of their local club, and desire to play more cricket since the programme. Responses demonstrate that almost three quarters of participants play more than they did prior to the programme, and would like to play more cricket than they did before. This demonstrates a high level of engagement, and highlights desire to remain engaged in the sport. Moving forwards, this data can be used to predict ongoing intention to participate in those participants involved. This data is displayed in the infographic on page 7.

What is it about cricket that you like?

“

I enjoy playing cricket its quite fun now I have learned more.

“

I like how we try new games which all involve cricket but broken down.

“

I like cricket because it is fun and I'm happy that I'm playing more than one sport.

“

I like how it has team spirit and everyone gets to participate.

“

How you get to have a go at different things when you're playing.

“

The coach made it fun, I now like cricket.

“

I just love everything about cricket.

Participant & Leader Survey and Site Visits

Reception & Engagement

Chance to Shine Secondary School Girls Programme Achievements

Participants...

-  8,469 girls in taster sessions
-  1,703 girls in Leadership training
-  2,252 additional girls in after school clubs

Coaches...

-  738 hours training girls to become leaders..
-  ...in 91 schools...
-  737 hours supporting leaders to run their afterschool club, enter competitions and host festivals

What stops girls from playing cricket?

“For girls we sometimes have a **lack of role models**. Previously there has been no female sport on TV”

“Some girls **don't really like playing after school sports**. Maybe if their friends tried to persuade them”

“**Hardball** can put girls off playing, but they can do so much with the softball.”



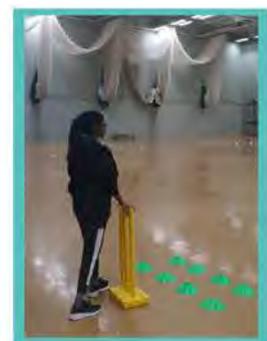
"What is it about **cricket** that you like?"



"I would play more cricket if..."



More time to play a game instead of training	There were more training sessions
More of my friends played	
If we had cricket nets	If I could fit it in out of school
If we played hardball	
It were available in PE	If it was on at lunch
More women played	



Data derived from the Participant & Leader Survey, Site visits, Graffiti walls and Chance to Shine Monitoring Data.

Insight

The secondary school girls programme was developed using insight gained from the roll out of an extracurricular satellite cricket clubs programme delivered by Chance to Shine and Sport England between 2013-2017.

While the focus of the programme is engaging girls in cricket, this forms part of a wider aim to support young people to build a positive relationship with sport and physical activity. Mindful of data stating that only one in ten teenage girls participates in recommended physical activity levels each day, the secondary school girls programme was developed specifically for girls to focus on the personal benefits cricket can bring. Participation rates reflect engagement in the programme and the evaluation sought to interpret the impact of the programme on perceptions and attitudes towards cricket and physical activity. These are explored in the Impact section: *Physical Activity Perceptions and Attitudes*.

Further inspiration for the programme came from the Women in Sports report 'Sport for Success', which indicates that women in senior positions of employment credit playing sport in their youth with developing skills to support a successful career. Teaming participation in cricket with leadership training was therefore also included as a core outcome of the programme and was supported in the evaluation with questions aiming to elicit girls' perceptions of their own ambitions, aspirations, and other key employability skills. The impact on these specific outcomes will be explored in the Impact section: *Wellbeing, Individual and Social Development*. Initial insight taken from engagement data demonstrates a higher percentage of older participants engaged in the leadership strand of the programme, suggesting that this strand of delivery could be a key tool to maintain participation in this age group of females where numbers typically decline.

Drop off in female participation in sport has been reported in the transition from primary to secondary school with a further accelerated decline reported when girls reach the age of 14. This is reflected in the present evaluation, within which 83% of girls were aged 11-14 and just 17% were aged 15 or 16 at the start of the programme.

Insight gained from interviews with girls suggests this could be due to competing priorities with alternative sports and academic commitments. It was also clear that playing with friends was very important and had a large influence on involvement. This sentiment was echoed in some schools, who achieved greater buy in to the programme when girls took ownership for recruitment of participants.

Why do some girls not engage?

“

They don't want to play cricket. I don't know why. Maybe because they don't like playing sport.

“

If lots of people joined who had never played before they might want to play.

“

Some girls aren't sporty so they don't want to come, but I think if we told them it was less intense they might want to come.

“

Some girls would rather go home, and be on their phones.

“

Other girls don't really like playing afterschool sports. Maybe if their friends tried to persuade them.

“

Some girls don't like the sport, as it's a bit boring in class so they may feel it will be a bit boring here.

“

Some girls don't enjoy sports so much. They're more creative and interested in the arts. We tell them it's really fun, but they're not really interested.

Participants & Leaders, Site Visits

In the End of Project Survey, girls were asked what they would say to a friend to get them to play cricket. Common responses are displayed in the infographic on page 10. Insight from sight visits suggests that these messages coming from a peer are likely to carry more weight than if they came from a teacher or coach.

Although the programme has been very well received, it is important to recognise the variation in delivery from the initial programme outline developed by Chance to Shine. Delivery has varied depending on the prior experience and extent of engagement from each school. Some coaches reported that in certain cases, the full leadership training could not be delivered until some baseline cricket skills were developed as some girls had very limited previous exposure to cricket.

Flexibility for varied delivery in schools. One coach reports:

“The programme has been greatly received by all the schools and we have had great feedback on delivery and the programme itself. We have run differently in each of our schools with slight tweaks dependent on the schools previous cricketing experience, facilities and age groups but all have been successful”. (Coaches’ Snap Survey)

while another detailed:

“The leadership element didn’t take as long as suggested, which may give you more time to work with more groups for taster sessions and get more girls signed up to the clubs”. (Coaches’ Snap Survey)

In general, coaches report that the leadership element is key for recruitment to the afterschool club, and found that once girls had completed the leadership training, they were more invested in the sport and activities and therefore more likely to continue coming to the club.

There was clear variation in what schools wanted to achieve from the programme. Some schools wanted to develop competitive cricket, while others focused on achieving large scale participation; some schools’ sessions were targeted towards a specific age group to supplement their planned curriculum activities; some schools used the leadership training to supplement their existing sports leaders programmes, or even as a recruitment tool for potential GCSE PE candidates. Furthermore, some teachers used the coach’s presence as an opportunity to upskill and increase their own confidence to sustain delivery beyond the programme.

Coaches voiced concern about the timescale between programme conception and delivery, and were confident that school engagement would have been enhanced if there had been more time to set up and develop the programme. Participants perceptions of cricket were obtained through the survey and site visits. The most common responses are displayed in the infographic on page 10.

Why do some girls not engage?

“

Body image, confidence, being judged, playing with boys and girls

“

For girls we sometimes have a lack of role model. Previously there has been no female sport on TV, but in the last 18 months, that has grown it seems 10 fold, and women’s sport now has much better coverage and I think numbers prove that.

“

Religion can be a barrier in some areas, as some parents think that females shouldn’t be playing sport and should be at home.

“

I think sport in young people and especially girls, it’s not seen as cool thing to do when you get to a certain age. And then you either take the direction of really being sporty and enjoying sport, or you don’t, and I don’t think there’s a middle ground between enjoying sport and not.

“

Hardball can put girls off playing, but they can do so much with the softball.

Teachers and Coaches, Site Visits

Insight

What I think of cricket in 3 words...

Competitive		Physical, Encouraging, Amazing	
Fun	Good Friendships Made	Entertaining	
Lively		Very Good Coach	
Exercise	Amazing Active Awesome	Loud	
Inspiring, Leadership, Teamwork		Inclusive, Challenging, Enjoyable	



Some girls girls don't really like playing after school sports

Some girls don't like the sport, as it's a bit boring in class

Some girls would rather go home, and be on their phones

They're more creative and interested in the arts and things



Why do some girls not engage in cricket?

They think it will be really serious and competitive

They think you have to be really good at it to come along, but you don't

What would you say to a friend to persuade them to play cricket?

Try it out, if you don't like it don't worry

Everyone has mixed abilities

Try it out, if you don't like it don't worry

You should do it because it's fun and healthy

Come to a training session with me, if you like it you can join the club!

It's really encouraging and it's fun being part of a team

It's a fun and interesting game

Join! You can play with your friends and make new friends

Data derived from the Participant & Leader Survey, Site Visits and Graffiti walls.

Impact

This section presents impact data from the Secondary School Girls Programme Evaluation Surveys administered at the start and end of afterschool club delivery. Data presented in the first sections represent the responses of all respondents unless otherwise specified. Due to the propensity of positive responses, data and figures presented throughout this report show responses from those who reported ‘a lot’ to scale questions only. Further breakdown of all responses can be found in appendix C. The final section ‘Leadership’ focuses on the experiences of those who reported that they had engaged in leadership activities as part of the programme.

Physical Activity Perceptions and Attitudes

Stakeholders recognise the challenge in engaging this population in physical activities, particularly when competing opportunities and existing sporting and academic engagements may take priority. The programme aimed to maintain and/or increase physical activity participation in secondary school girls (aged 11-16) who typically display a reduction in their participation during this age range. Cricket was used as a vehicle for engagement in physical activity and to provide an alternative opportunity during the summer term when there are often fewer opportunities to engage in other popular team sports such as football, netball or hockey.

Respondents were asked at the start and end of the project to report if they were ‘active for 60 minutes or more’ on ‘no days’, ‘some days’, ‘most days’ or ‘everyday’. The short, accessible nature of the survey and associated bespoke physical activity question means responses cannot be directly mapped to the Active Lives physical activity classifications¹. However, responses from this survey provide an *indication* of those who are, ‘Less active’, ‘Fairly active’ and ‘Active’. Those who said they were active on ‘no days’ are considered ‘Less active’, those who selected ‘some days’ or ‘most days’ are considered ‘Fairly active’, while those who said they were active every day are considered ‘Active’. Responses suggest that overall 61% of survey respondents were ‘Fairly active’ at the start and end of the project and 37% and 38% were ‘Active’. It is possible that if questions had been included to determine the number of active minutes achieved, enabling comparison with the

¹ Sport England (Dec 2019) Active Lives Children & Young People Survey. Academic Year 2018/19.

Thoughts about cricket and being active...

“

I like the training, but I mainly like the games and playing as a team.

“

You get different types of skills from cricket, in netball it's just throwing and catching, but cricket has more skills involved.

“

I've always played team sports and cricket is a team sport, it's not about you it's about everyone else's performance as well so it's a team thing. It's kind of a team and single sport mixed together.

“

Other sports are not as engaging and not as fun. I personally want to play cricket.

“

Since coming here, I'm more enthusiastic about sports and afterschool clubs in general.

“

I love the sport in general, batting, bowling and fielding really. You're always doing something you're just active and moving about.

Participants & Leaders, Site Visits

new CMO guideline ‘an average of at least 60 minutes a day across the week’, the number of girls classified as ‘Active’ would be higher.

When split into leaders and participants, there was no significant change in the reported activity levels of leaders between the start and end of the programme. However, a significant increase was evident in the number of afterschool club participants who reported being active every day at the end of the programme, as shown in Figure 2.

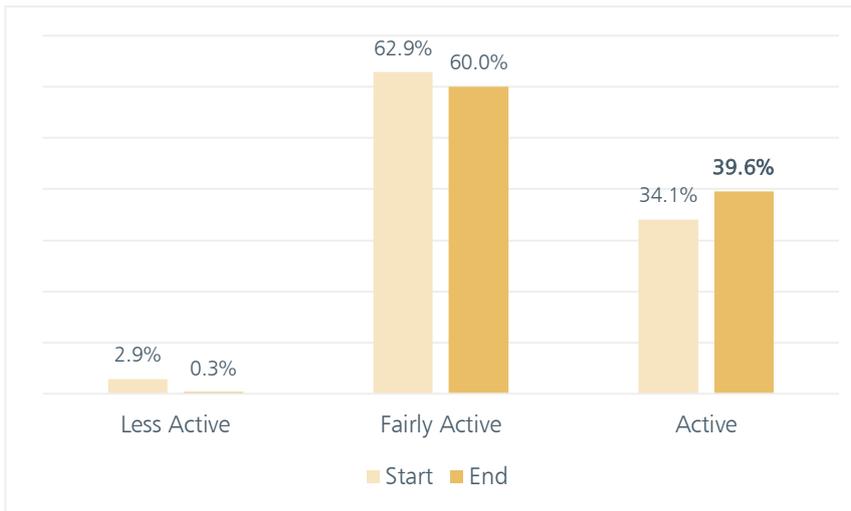


Figure 2. Afterschool club participants physical activity levels (Participant & Leader Survey; Start n=387, End n=330).

Perceptions and attitudes towards physical activity and cricket were reported in the survey. Data presented in figure 3 show a significant increase in the number of girls who think they are good at playing cricket between the start and end of programme engagement.

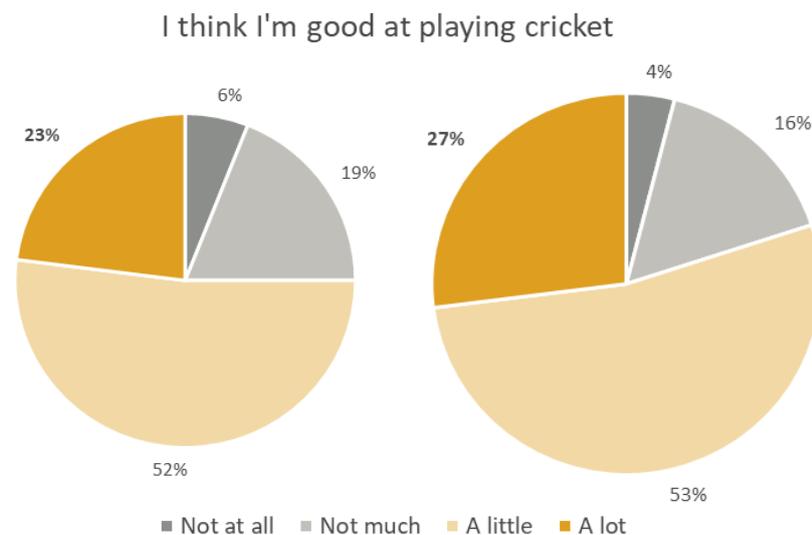


Figure 3. Percentage of girls who think they are good at playing cricket (Participant & Leader Survey; Start n = 735, End n = 601).

Thoughts about cricket and being active...

“

Active, fun and crazy. When you're fielding you don't know where the ball is going to go.

“

I have learned better precision and improved my hand eye coordination.

“

Coming here I acknowledge that I'm doing something active, as if I wasn't here I would be doing much.

“

I feel a lot more relaxed as this is something fun and active I do in between studying.

“

Cricket gives you better aim in throwing than other sports, as it's a smaller ball and a smaller target. Throwing and bowling have improved a lot.

“

I've been sporty my whole life and it's something I really want to do.

“

Cricket is a really enjoyable sport, it's really active but at the same time you can have a rest, and there's always something to do.

Participants & Leaders, Site Visits.

Physical activity attitudes and perceptions were also gained from observations and interviews during site visits. It was evident that many of the girls involved also play a range of other sports and value being physically active. The most frequently cited sports that girls also take part in are football and netball.

Impressions of programme impact on physical activity levels recorded via 'Coaches' Snap Survey' at the end of the programme provide additional insight. Coaches commented:

"I feel that this programme has helped girls get involved in a different sport and they have really enjoyed doing it. When doing these sessions, the girls I was with really wanted to get involved and they had loads of cricket knowledge". (Coaches' Snap Survey)

"Girls not only developed cricket coaching skills but also transferable coaching tools to use in a range of sports". (Coaches' Snap Survey)

"The girls really enjoyed it, in particular, as a welcome change from their regular curriculum activities". (Coaches' Snap Survey)

“
85% of the girls here play at least one other, if not a third sport. Once they've got the bug they will play many sports, whereas boys seem to play one sport and that's it. Girls are less specialised and try to play many which is really good for their physical activity levels.
Teacher, Site Visit

Participants were asked about their perceptions of their own sporting and cricket abilities, how they value sports and physical activity, and whether they enjoy playing sports, trying new sports and playing with others. There were no significant changes between the start and end of the programme in participants' perceptions, however, it is important to note that a large majority of participants rated their sporting abilities, and the value of being active positively at the start of the programme, and these positive opinions were maintained throughout the programme. Furthermore, although questions are not directly comparable, it is noteworthy that from this sample of girls attending cricket clubs, high ratings of enjoyment, ability and perceived value of sport were more frequently reported than the national averages obtained from similar questions in the most recent Active Lives survey.

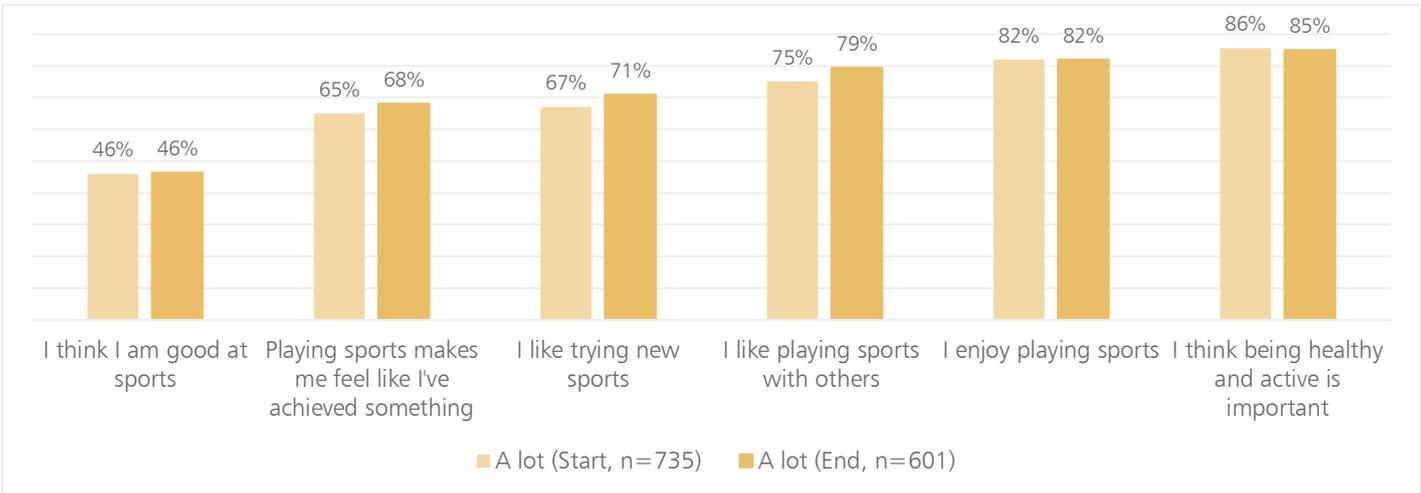


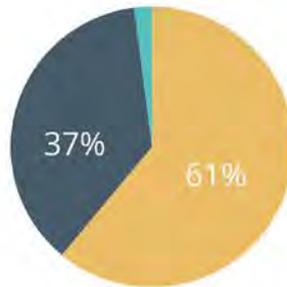
Figure 4. Perceptions of physical activity and sports at the start and end of the programme (Participant & Leader Survey).

Impact on Physical Activity Perceptions and Attitudes

The number of afterschool club participants who were 'Active Everyday' significantly increased between the start and end of the programme.



Physical Activity levels



- Active**
Participate in 60 minutes per day
- Fairly Active**
Participate in 60 minutes on most or some days of the week
- Less Active**
Participate in 60 minutes on no days of the week

At the end of the programme...



Since coming here, I'm more enthusiastic about sports and afterschool clubs in general

You get a different types of skills from cricket, in netball its just throwing and catching, but cricket has more skills involved

Coming here I acknowledge that I'm doing something active, as if I wasn't here I would be doing much

Cricket is a really enjoyable sport, its really active but at the same time you can have a rest, and there's always something to do



More girls said they were **good at playing cricket**



85% of girls said being **healthy and active is very important** to them

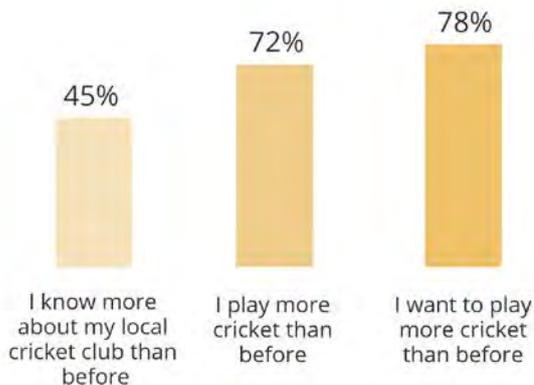


82% of girls said they **enjoy playing sports**



68% of girls said playing sports **makes them feel like they've achieved something**

Positive changes in participation and attitudes observed at the end of delivery



Data derived from the Participant & Leader Survey and Site visits.

Wellbeing, Individual and Social Development

The development of key skills and maintenance of wellbeing are recognised within the aims of the programme. These skills can be transferrable outside of cricket and sport and help to support individual and community development.

The perceived confidence, teamwork, resilience, ambitions, creativity and communication of the girls were recorded at the start and end of the programme through survey responses. No changes were observed in reported teamwork, ambitions/aspirations, or communication between the start and end of the programme, however for these metrics, it is noteworthy that the majority of responses were extremely positive. At both the start and end of the programme, fewer than 5% of respondents reported feeling confident 'not at all' or 'not much', and only 10% of respondents reported 'not much' or 'not at all' to the statement 'I like to listen to other people'. Although there were no significant changes in communication from the survey findings, making new friends, and talking to girls outside of the friendship group, or in different year groups was frequently portrayed during site visits.

Significant increases in confidence, resilience and creativity were measured in the End of Project Survey. Compared with the Start of Project Survey, more girls rated 'a lot' compared to 'a little' to the statements, as shown below in Figure 5.

Data from coaches and teachers collated through the Coaches' Snap Survey and site visits demonstrate how the Secondary School Girls Programme is believed to offer opportunities for holistic development above and beyond those of other activities. Increases in confidence were noted as benefits in all schools visited, and this was reported by both teaching staff and coaches. Girls also recognised increases in their own confidence and the importance this may have for their future.

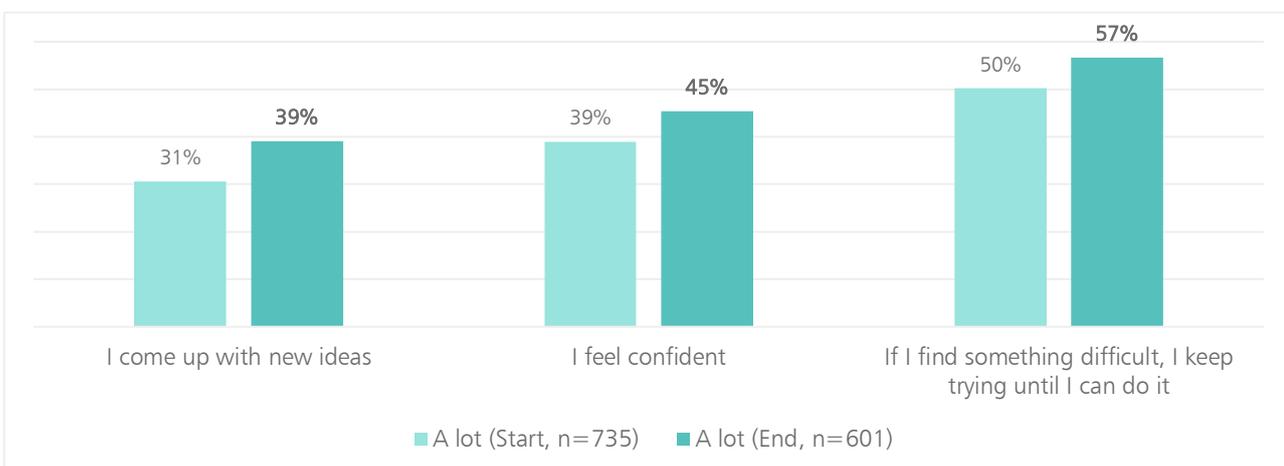


Figure 5. Significant increases in confidence, resilience and creativity at end of the programme (Participant & Leader Survey)

How has taking part affected your development?

“

I feel more confident now. At the start I feel like there was a bit more pressure and everyone was watching you.

“

It's made me more confident. I was already confident before but it's made it more.

“

I feel like I'm a lot more confident; like before, I would have never spoken to some of the year 10's, not that they weren't, like, nice and stuff, just there was no reason for me to. But now, I'm perfectly fine.

“

..it's just a good thing to have. Because then you like, express yourself better. And people just understand what you mean. You have more opportunities when you're older...you have like that little bit of confidence.

Participants & Leaders, Site Visits.

Impact on Wellbeing, Individual and Social Development

All Participants

Significant increases were measured in girls...



“ A lot of people have gained a lot of confidence from coming to cricket. In PE lessons some of the girls ask for the ball and want to be a part of it now, which they didn't before. ”

“ I feel more confident now. At the start I feel like there was a bit more pressure and everyone was watching you. ”



Teachers and coaches reported a range of improvements in players' wellbeing, and development

Social Development



“ The biggest benefit to the girls is definitely the social side. ”



“ At some schools, working with mixed year groups was quite nice to get them working with not just their peers of the same age. ”

“ It helps when a girl or group of girls has a particular interest in the sport to act as a role model to the others. ”

“ They enjoyed working with other girls with common interests. ”

Data derived from the Participant & Leader Survey, Site visits and Coaches' Snap Survey.

Player Profiles

Emma is a year 7 pupil who is a keen cricketer. She has played at a club outside of school for a few years, and was keen to play at school as well when she started at Somervale. Emma persuaded some of her friends to join her at the afterschool club, and since coming to the club a few of them are now going to join her external club. They have had enough year 7's attending to put together a team to compete against other schools and she hopes that the team will continue to develop through their years at Somervale.

"The outside club is playing matches and bowling, batting and fielding exercises whereas this is learning how to do it more. Learning the basics and improving... This allows more time to practice, if you want to keep getting better you need to practice everything - batting and bowling"

"I would like to see more people here. Would like just as many girls to come along as we get older. All my friends still want to play."



Emma
Somervale
Year 7



Charlie
Bishop
Challoner
Year 8

Charlie enjoys attending the cricket club and being coached by the year 9 leaders. She likes how the leaders are able to make the sessions fun, as they know what girls of a similar age would like to do. Over the course of the term her confidence with cricket has increased and she has enjoyed playing matches against other schools.

"I feel more confident playing now. At the start I feel like there was a bit more pressure and everyone was watching you."

Charlie is already involved in other extra curricular activities, including her school's GLAMS club. She is looking forward to the opportunity to become a cricket leader next year when she is in year 9, and also sees the potential to host a cricket event as part of the GLAMS club activities.

"We were trying to get more girls to do sport but some of them don't want to do it. We're part of the GLAMS and we hosted a competition for the girls. We could lead cricket as a GLAMS club activity."

Phoebe and her friends all decided to come to the afterschool cricket club, after they had a taster session in their PE lesson. They had not really been interested in cricket before, but enjoyed that the club was relaxed and allowed them to chat to one another, whilst still playing cricket.

"Some clubs are quite serious, but this one is quite chilled out. We're still doing it, but they're making it more fun so we're really enjoying it."

Phoebe particularly liked the idea of playing an outdoor sport in the summer, as usually the only summer option available is athletics, and her winter sports (netball and football) take a break in the summer. She enjoyed having the chance to play a match at the local cricket club, and commented on how friendly and welcoming the club were.

"Cricket would be something I'd like to do more of. It's good in the summer because apart from athletics and rounders there's not much else on"



Phoebe
Millais
Year 7



Jess
Somervale
Year 8

Jess stopped playing cricket at her local club a few years ago when the girls team ceased to exist. At the time she was given the option to play with the boys, but decided against it as she didn't want to be made to feel she wasn't good enough, and found that the boys were not keen to play inclusively. She hasn't taken up another sport since. Jess joined the school cricket club this year to try and get back into sport. She has found it great fun, especially as she has friends who also play, and likes being out in the sun. In the girls club, she noted how all of the year groups are happy to play together and interact, and it's very inclusive. She would like to continue playing next year, and hopefully persuade some more friends to join her. Jess is also keen to become a cricket leader next year too.

"I like batting, I like getting your target of that 6 or that 4, and hitting it hard, and getting that clean catch, and everyone cheers. It's the team aspect too. If you lose together, if you win, you win together... I've made a lot of friends through cricket and it's nice now to be in class and have lots of friends to back you up."

Since coming to the afterschool cricket club, **Jaya** has felt more confident and open to going to different afterschool clubs. Compared to PE lessons, she enjoys that everyone is motivated to be there and that she has had the chance to interact with girls from older year groups. Jaya's favourite thing about the club is that there is more opportunity to play games, but she also enjoys that the coach takes the time to teach different skills, and notes how much her bowling has improved this year. As a year 9 pupil, Jaya devotes a lot of her time to studying. She used to participate in swimming and karate outside of schools, but had to give these up when she no longer had enough time for them.

"I really like it, it's really engaging and they take the time to teach you different skills. My bowling has really improved. I can't see myself playing outside of school, but I'd like to keep coming to this club"



Jaya
Herschel
Grammar
Year 9

Leadership

Leadership training was delivered by coaches or county board leads in at least 91 schools involved in the programme. Overall uptake to the leadership strand of the programme was high and a total of 1,703 girls took part in the leadership training.

The impact of the leadership training was measured in the Participant & Leader Survey, with 47% and 45% of total responses obtained from leaders at the start and end of the project respectively. Additional evidence of impact was gathered through site visits and Coaches' Snap Survey commentary.

Girls were asked to rate their experience and enjoyment of being a leader as well as their perceived abilities at a number of skills associated with good leadership including communication, confidence, empathy and encouragement.

At the end of the programme, 88% of participants said they have led or helped out with activities either 'a little' or 'a lot' during the programme, while at the end of the programme, 87% of leaders said they liked to lead activities either 'a little' or 'a lot'. These responses demonstrate ongoing engagement in this strand of the programme following delivery of the training.

There were no significant changes in ratings of communication, confidence or ability to encourage others between the start and end of the programme, however in all of these cases, the majority of leaders responded positively at the start of the survey. These data are presented in Figure 6.

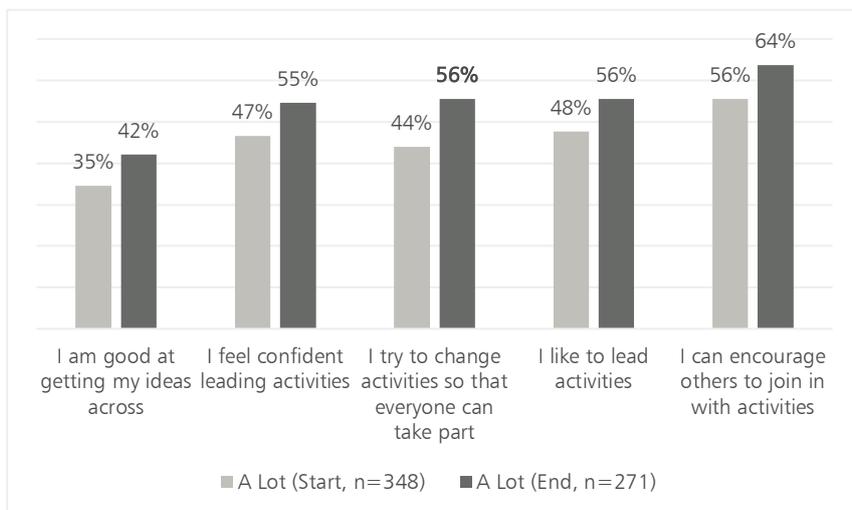


Figure 6. Percentage ratings of leaders' communication, encouragement and confidence in leadership (Participant & Leader Survey).

What do you think about the leadership training?

“

I quite like taking on the role of leader, I just thought this kind of sounds like me. I love cricket and I love helping other people to be better at things.

“

The best thing was learning how to plan a lesson and how to make it easy. Now I know how to make it easier, organise and simplify the activity.

“

We did a club afterschool and they trained us, and gave us different activities we could do.

“

We teach each other and we help each other.

“

There wasn't any pressure, it was just having a bit of fun and you learned things along the way. Very glad I did it.

“

It's really good because we are practicing how to teach but also improving ourselves too.

“

The training was very helpful. It shows us how we can teach other kids about it.

Leaders, Site Visits

At the end of the programme, there was a significant increase in the number of girls who said ‘I try to change activities so that everyone can take part’, shown in Figure 6. This demonstrates an increase in empathy, and also highlights the learning and practice that has taken place during the programme, enabling girls to feel better equipped to organise and adapt a session to suit their audience. This is further supported by data obtained from site visits:

“The best thing was learning how to plan a lesson and how to make it easy. Now I know how to make it easier, organise and simplify the activity”. (Year 9 Student, Site Visit)

In the Participant & Leader Survey, leaders were also asked ‘What is it about being a leader that you like?’. In many of their responses, girls valued what other people could gain from their support as a leader, rather than on the benefits being a leader could bring for themselves:

“Being able to see people improve”

“I like helping people have fun and develop their skills”

“I like encouraging others to be the best they can be”

“Teaching people to love sport”

“Making sure everyone has fun”

In addition to the leadership skills measured in the ‘Being a leader’ section of the survey, other skills and attributes measured in this programme may also support the development of leadership in girls. General perceptions of confidence, teamwork, resilience, ambitions, creativity and communication were measured in all participants at the beginning and end of the programme. Skills including resilience, perseverance and problem solving have been highlighted by female leaders as generic benefits of participation in sport as part of ‘Women in Sport’s - Sport for Success²’ piece. Significant changes reported across the whole sample of leaders and participants in self-reported measures of communication, resilience and creativity of this evaluation, may therefore indicate development of leadership skills in all those involved in this programme. This highlights that although a significant change in empathy was recorded in leaders, the wider benefits reported in Wellbeing, Individual and Social Development may also have positive implications for becoming or developing as a leader for all those involved in the programme.

² [Women In Sport \(2017\) Sport for Success.](#)

“

Be positive, always encourage. As a leader, all these girls have got skills but they need to be confident and not be afraid of what they are delivering.

“

They have had a chance to lead, gain confidence in their ability to lead. Not just cricket but any sport really.

“

I’ve had very little input in terms of what they’re delivering. The girls have had a chance to work on their own and be independent with a team to deliver the session.

“

The activities that were based around trying to get the leadership skills to come out.

“

They like giving each other feedback on their drills, they make up drills, show the class, and give each other feedback.

Coaches, Coaches’ Snap Survey and Site Visits

Impact on Girls Trained as Leaders

What is it about being a leader that you like?

I like being in charge **Running activities** Sharing ideas **Being a positive role model**
 I like to motivate and help people reach their goals and succeed
I like to let people know that all they need to do is try
 Being able to see people improve
 I like encouraging others to be the best they can be
I like helping people have fun and develop their skills
Teaching people to love sport Having responsibilities Being a positive role model
 Taking charge! **Making sure everyone has fun** Feel more confident

At the end of the programme...



Of leaders feel **Very Confident** leading activities

say they like to lead activities 'a little' or a 'lot'

say they have led or helped out with cricket activities 'a little' or 'a lot'



More girls said they **'try to change activities so everyone can take part'**



Girls recognise the benefits of transferable leadership skills

“ I think its just a useful skill to have overall, even if youre not going to do it as a career, its good to get that experience.

I think, working and then when you're older, it's just a good thing to have. Because then you express yourself better, and people just understand what you mean.

I do scouts outside of school and I lead for cubs so it will be useful for that.

It's useful having confidence to actually speak to people. ”



“ I like getting to teach younger kids and I'd like to do more of it in the future, and the skills could be used for other sports.

I think I've become a bit more confident of speaking in a group and being a leader. I had to do a speech in English the other day and I felt a lot more confident.

It teaches you how to help little children when they don't understand. ”

Data derived from the Participant & Leader Survey and Site visits.

Leader Profiles

Kiera is a year 10 pupil. She is studying GCSE PE and thought that the opportunity to become a leader was useful for her studies. She has enjoyed the chance to lead cricket activities with primary school children and would like to do more of this. She could see herself undertaking a role involving sports leadership in her future career. She is interested in many sports and has played cricket both in and outside of school for a few years. She currently plays cricket for a local men's side, as there was no women's option at the time when she started. Although she would happily try out a women's club, she enjoys playing in the men's team and wants to continue this. Throughout the summer term Kiera has attended the afterschool cricket club, often as the only year 10 girl. As a result, Kiera has helped the coach with setting up games and drill for the group.

"Definitely want to be an activity leader. I've been sporty my whole life and it's something I really want to do... It's helped improved my confidence. If I go into something with sport, it will probably be with younger children, so I can use the leadership skills I've learned with the kids."



Kiera
Somervale
Year 10



Zoe
Bishop
Challoner
Year 9

Having represented the school cricket team in year 7 and year 8, **Zoe** was offered the opportunity to become a leader by her PE teacher. She very much enjoyed spending the leadership training day at another school, and interacting with pupils from the local area. Since the training Zoe and her friend plan a short activity and deliver it during the cricket club each week. The feedback provided by the cricket coach on their delivery has been really useful and she has enjoyed interacting with girls from other year groups at the cricket club. Although much of her time outside of school is taken up playing netball, Zoe is considering joining an external cricket club.

"I've learned a lot of leadership in year 7 and year 8. I wouldn't have been confident to lead but now I am... We know how to play the game, but actually learning how to deliver it to people: that really helped. Now I know how to make it easier, organise and simplify the activity."

"I could see myself playing cricket outside of school. My brother plays so I might go there."

Lauren joined her schools leadership programme at the beginning of year 9. She has volunteered weekly at a local primary school for the whole year, helping out with a range of sports activities with 5-11 year olds. Lauren first got involved in being a leader to follow in the footsteps of her brother who had been involved in a similar scheme and she has loved the experience of working with primary school children. The cricket opportunities have added to this experience and Lauren has enjoyed practicing new skills, and learning how these could be taught to younger pupils. As a result of leading at the afterschool club, Lauren has noticed an increase in her confidence when speaking to girls from other year groups. Although she doesn't think she will pursue a career in sports leadership, Lauren recognises that the skills she has developed have been really useful, and the work experience is very valuable.

"I think it's just a useful skill to have overall, even if you're not going to do it as a career, it's good to get that experience... The training was fun, we learned loads of skills but did it in a fun way. We learned games and things that we could do with primary schools."



Lauren
Millais
Year 10



Katie
Tapton
Year 8

Katie plays a lot of racket sports, including squash, badminton and tennis, but decided to come along to cricket to play a team sport. She is now in year 8 and has been part of a successful cricket team who have been playing together for 2 years. Katie has enjoyed training as a leader and the skills covered in the training have been very helpful in improving her own game. Katie has really enjoyed working with the primary school children, but was more nervous to practice her leadership in the club with her peers. At the end of the term, Katie comments on how much she feels her confidence has improved, and that this is already showing in other activities, such as speaking in front of the class.

"I've been able to achieve more. I can be more confident. I didn't like speaking in front of the class, but now when I go up in front of the class I can do presentations and stuff and I think the cricket leadership has helped me with that."

Elina went along to the afterschool cricket club with her friends, after their teacher suggested they try it out. The friends don't get much of a chance to meet up outside of school, and found cricket club was a fun way to spend more time together. Elina took part in the leadership training, and although she enjoyed the session, found that she was more interested in playing the game than being a leader. She used the opportunity as a way to develop her own cricket skills. The coach gave out leaflets for Slough Cricket club, advertising free sessions for girls. Elina went along to some sessions during the summer. She had no problem with going alone, as the club is very close to where she lived. She would love to keep playing at the local club, but disliked that the boys were allowed to play hardball while the girls played softball. Also, because there were fewer girls there, girls of all ages were grouped together. She would have preferred to play with a group who were all closer to her own age.

"I'm quite a confident person anyways, coming here I acknowledge that I'm doing something active. If I wasn't here I would be doing much. I definitely feel more confident with cricket and have really enjoyed playing."



Elina
Herschel
Grammar
Year 9

Programme Design and Delivery

A number of key impacts on programme participants have been highlighted through the previous section. Using data gathered from the Coaches' Snap Survey and suite of site visit case studies, this section highlights what has worked well to achieve these impacts, and how schools and counties can commit to embed and sustain the components of the programme moving forwards.

What worked well

Coaches maintained a high level of flexibility in their delivery style in order to adhere to the priorities and requirements of each school. This means that in spite of the prescriptive programme, delivery varies between schools and counties.

The leadership training syllabus was designed by Chance to Shine, but delivery format is varied. Training was delivered across leadership days or in afterschool sessions, and in some areas, schools from the same county came together for the training. Some schools selected students for leadership training; this may have been from specific year groups, existing sports leader cohorts, or girls engaged or likely to engage in GCSE PE, demonstrating that teachers recognised the potential value of the training in supporting academic endeavours for the girls.

The role of leaders within afterschool sessions is dependent on the school environment and experience with cricket. In some cases, leaders co-delivered 'micro-coaching' sessions to younger students and peers during the afterschool club, in others, coaches used leaders to assist with set up, demonstration and drill facilitation. Some leaders said that although they enjoyed the training, they were more interested in playing cricket and being coached during the afterschool sessions.

Coaches report that their main aim is to facilitate participation and to provide an enjoyable cricket offer to participants. One coach highlighted the need for an engaging delivery style.

"I think it's important when coaching/ working with girls to keep things quite light-hearted and to be laidback with them. I found that avoiding too heavier focus on cricket was helpful in some cases with girls that had little experience of the sport. I think it's important to take an interest in other things the girls are doing at schools or other things they are interested in like TV programmes to keep them engaged with you". (Coaches' Snap Survey)

What worked well?

“

Making sure you send the right coach in and having a female does help as the girls might relate better to the coach.

“

Be approachable. Make it fun. Listen to the girls and make them feel included - ask them how to change the session and try new things.

“

It's gone down well, but was hard to get schools to buy in, they didn't understand it. We had to tweak the programme.

“

Some of the teachers make a big difference; if they are positive and encouraging this is the most effective.

“

Taster sessions and lots of them!

“

If the coach and teacher have a good relationship and the teachers understands and has enthusiasm for the programme and cricket in general, this has a massive impact on the girl's engagement.

Coaches' Snap Survey

Further elements recognised to support the programme were the session guidance and coaching materials provided by Chance to Shine. These were valued by coaches and teachers, and new links formed between schools and local cricket clubs.

Challenges

An overriding challenge for all delivery counties during the programme was 'time' for preparation. Coaches and county leads predict more completed sessions and better engagement from schools if more notice is given. Coaches also suggest uptake of the evaluation and survey returns would be improved with more time for programme set up.

The leadership programme was designed to equip secondary school girls to lead and support cricket activities with primary school students. Some schools did not have the opportunity to work with primary schools or attend festivals, and as such, feel they did not put their leadership training into practice. Some girls would have liked to work with younger students in practice, especially if they did not feel confident leading their peers.

Embedding and Sustaining

A strong buy in from teachers is cited as key to sustaining cricket activities within and outside the curriculum in the absence of coaches.

To create a sustainable afterschool club, coaches suggested that running the leadership training earlier in the year would help to prepare leaders to support afterschool club activities so there is less reliance on teachers and external coaches. Greater ownership of the club appears to be important for recruiting participants as the involvement of friends in clubs was listed as one of the key reasons for enjoying cricket in the Participant & Leader Survey.

Interactions from site visits emphasised that leaders act as role models to students in younger year groups. Many younger students want to train as leaders 'next year' demonstrating how the leadership model could be developed to sustain afterschool cricket clubs in future years.

The importance of the county boards in sustaining the programme activities is recognised. Many of the coaches envisage the need to engage wider resource to support sustained delivery of the programme:

"The county cricket boards should support and develop this enthusiasm and support the teacher as much as they can. One element is coaching but also provide other opportunities; tickets to matches, training for teachers and young leaders, deliver local competitions". (Coaches' Snap Survey)

Challenges

“

The programme was a great idea, but in my opinion, just run at the wrong time of the school year. The high school I delivered in, for example, was in the middle of various exams on top of athletics events, teacher pressure, school trips etc.

“

Expecting schools to change timetables and get students involved in such short a time frame was unrealistic at best. To succeed the programme needs to have far more flexibility and CCB's need preparation time before attempting to deliver it.

Embedding and Sustaining

“

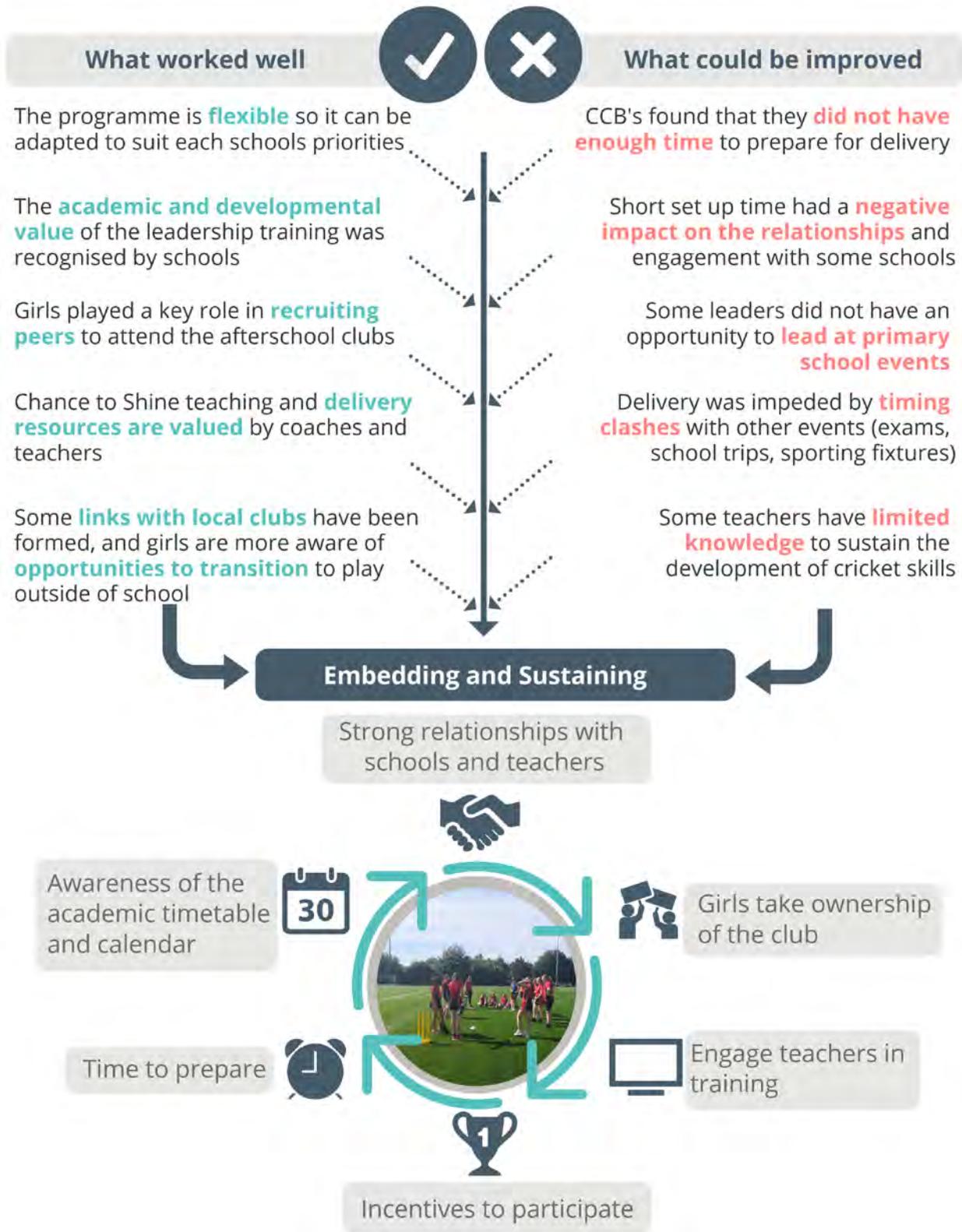
One of the biggest gaps is the teacher's knowledge. They'll happily use the portal and have a go, but it would be good if they could observe before they do.

“

I think some of the clubs would have had better attendance if they had happened earlier in the year, before schools got really busy in June and July.

Coaches Snap Survey

Programme Design and Delivery



Data derived from Site visits and Coaches' Snap Survey.

Key Messages for Engaging and Developing Girls Through Cricket

Schools

- 
1 **Get Involved**
 Make the most of what is on offer and recognise the value of the programme for teachers, participants and leaders. Schools don't need to have had prior experience with cricket to be involved.
- 
2 **Spread The Word**
 Help to support the programme by promoting activities in lessons and around the school: Sports information boards, school bulletins, freshers fairs. Display posters or fliers if these are provided by CCB's.
- 
3 **Give Girls Control**
 Motivate girls to take control of their club. Persuade girls to bring a friend along, or take responsibility for marketing and advertising. Encouragement from peers carries more weight than from teachers or coaches.



Coaches

- 
4 **Remain Flexible**
 Encourage girls to have some level of ownership in the activities they do. Girls value being given an option, and are more likely to engage if a task or activity is something they have chosen to do.
- 
5 **Play Games**
 Where possible, make practices and drills into games. Girls said that they want to play more games, and enjoy activities most when they are competitive and fun and feel different to their PE lessons.
- 
6 **Engage with your Participants**
 Be enthusiastic and find ways to engage with girls on their level. Creating a laid back and relaxed environment will help to build their confidence- then you can focus on the skills.

Engaging Leaders

- 
7 **Support Events**
 Arrange events with local primary schools or younger year groups for girls to utilise their new leadership skills. Having a purpose in mind for the training will help to keep them motivated.
- 
8 **Encourage**
 When practicing leadership, ensure you give lots of praise during debrief. Be enthusiastic and try to focus on what they did well. This will help to build their confidence at leading.
- 
9 **Establish Benefits for Others**
 Highlight the positive impact their leadership can have on younger pupils and peers. Girls reported that they valued being able to help and support others to develop skills and have fun.



Clubs

- 
10 **Create Club Links**
 Establish links between schools and local clubs. These partnerships may encourage girls to play outside of school and may introduce them to some positive female role models.

Appendix A



Methodological note

Survey Designs

The Participant & Leader Surveys are designed to assess key programme aims and outcomes of the Secondary School Girls Programme. To increase accessibility and the validity and reliability of responses, surveys are produced in Clear Print, Easy Read formats, with questions written in plain language (measured against the Flesch Reading Ease for readability). The survey and all research approaches are scrutinised by *spear's* quality assurance lead and inclusion expert, Professor Jan Burns. All coaches and schools participating in the research are given written guidance for completion of surveys alongside informed consent and data protection information and a designated *spear* contact. While some concepts included in this evaluation are similar to the Active Lives survey, the need to develop a short and accessible survey to measure the impact of cricket activities in this programme meant it was not possible to replicate the exact questions and measurement scales used in the Active Lives survey. Although some contextual interpretations can be made between these and the Active Lives survey responses, direct comparisons cannot be made.

Survey Samples & MME

Participant & Leader Survey

The target to achieve an MME $\leq \pm 5\%$ for the Participant & Leader Survey is 300 leaders and 350 participants in weeks 1 and 6 of engagement. This sample size is identified on the basis of the 3,500 participant output target for the Secondary School Girls Programme, to include 1,200 leaders. The sample of survey returns from all participants exceeds the target sample at the Start of Project Survey (n=735 total responses, MME $\pm 3.1\%$; n=387 participant responses, MME $\pm 4.5\%$; n=348 leader responses, MME $\pm 4.69\%$). Some degree of attrition is expected at follow up and survey responses fall slightly below target sample at the End of Project Survey (n=601 total responses, MME $\pm 3.5\%$; n=330 participant responses, MME $\pm 4.9\%$; n=271 leader responses, MME $\pm 5.4\%$). As a result, the MME at this time point is slightly increased for sub analyses of participants and leaders.

Coaches Snap Survey

The Coaches Snap Survey was completed by 24 coaches who delivered the Secondary School Girls Programme during the summer of 2019. Qualitative data was collected in response to 3 simple feedback questions to inform coaches perceptions of the programme, its achievements and challenges.

Data Analyses

Throughout this report, data presented from the Participant & Leader Surveys represent the responses of all participants unless otherwise specified. Sub analysis by Participant or Leader have been conducted and are reported where significant effects are identified. Changes are only noted in this report when they are statistically significant. Where there appear to be differences in data which are not identified as statistically significant, these do not represent changes. In addition, it is not possible to state the percentage change needed to reach statistical significance, as significance is a function of both the magnitude, and variability, of change.

Total participation figures are derived from Chance to Shine's monitoring returns from 17 County Boards.

Maximum Margin of Error (MME)

The MME shows the level of accuracy the participant sample has; the smaller the MME, the greater the accuracy. It is calculated at the standard 95% confidence level so we can be 95% confident that the sample results reflect the population results to within the MME. For example, if the survey sample has an MME of $\pm 5\%$ and 50% of participants say they 'enjoy playing sports', if the survey were conducted 100 times, the percentage who state they 'enjoy playing sports' would range between 45% and 55% most (95%) of the time.

Statistical significance

Throughout this report, where changes in participants' responses are reported, they are significant at $p < .05$. This means there is a less than a 5% chance that the changes reported are not real changes that might be expected in the wider population beyond the sample.

Appendix B

Participant & Leader Survey Start of Project: front



centre for sport, physical education
& activity research

Start of Project Survey



**CHANCE
TO SHINE**



Chance to Shine Secondary School Girls Programme

We want to know what you think about cricket, sport and being active, but first we need to know a little bit **About You...**

Please tell us when you are completing this survey (please colour in the circles in black or blue pen)

I am in my 1st week of taking part in cricket activities

I am in my 1st week of leading or helping out with cricket activities

Which school do you go to?

What is your date of birth? Day (e.g 2ND): ... Month: ... Year:

Which one of these best describes your background or ethnicity?

White (British or English) <input type="radio"/>	Black or Black British <input type="radio"/>
White (not British or English) <input type="radio"/>	Other <input type="radio"/>
Mixed <input type="radio"/>	Prefer not to say <input type="radio"/>
Asian or Asian British <input type="radio"/>	Don't know <input type="radio"/>

Do you have a disability, or a special education need, which means you need extra help to do things?

Yes No Prefer not to say Don't know

A bit more about you...

How would you rate the following?

	A lot	A little	Not much	Not at all
I feel confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work well in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I find something difficult, I keep trying until I can do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to take on new challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I can achieve anything I want to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I come up with new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to listen to other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B

Participant & Leader Survey Start of Project: reverse

Being Healthy & Active...

I do 60 minutes of physical activity where my heart beats faster...

This can be 60 minutes all at once, or broken down into smaller amounts which add up to 60, e.g 10 minutes at break, 20 minutes at lunch, and 30 minutes after school.

Everyday Most days Some Days No days

How would you rate the following?

	A lot	A little	Not much	Not at all
I think I am good at sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy playing sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I'm good at playing cricket	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like playing sports with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think being healthy and active is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like trying new sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing sports makes me feel like I've achieved something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Being a Leader...

*If you have done some leadership training as part of Chance to Shine cricket club **this year**, please answer the next questions. If you have not, then you don't need to answer any more questions.*

	A lot	A little	Not much	Not at all
I have led or helped with activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at getting my ideas across	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can encourage others to join in with activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident leading activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to change activities so that everyone can take part	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to lead activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you like being a leader, please tell us what it is about being a leader that you like?

Thank you for doing our survey!

Please hand it back to your cricket coach who will send it to; FREEPOST Chance to Shine, Laker Stand, KIA Oval, London SE11 5SS.

spear and Chance to Shine comply with the EU General Data Protection Regulation (GDPR) 2018 and the UK Data Protection Act 1998. For further information on how we are committed to respecting your privacy please see spear's full privacy notice at www.canterbury.ac.uk/privacy/universitypolicy and Chance to Shine's at www.chancetoshine.org/privacy.

Appendix B

Participant & Leader Survey End of Project: front



centre for sport, physical education
& activity research



End of Project Survey



CHANCE
TO SHINE

Chance to Shine Secondary School Girls Programme

*We want to know what you think about cricket, sport and being active, but first we need to know a little bit **About You...***

Please tell us when you are completing this survey (please colour in the circles in black or blue pen)

I am in my 6th week of taking part in cricket activities

I am in my 6th week of leading or helping out with cricket activities

Which school do you go to?

What is your date of birth? Day (e.g 2nd): ... Month: ... Year:

Which one of these best describes your background or ethnicity?

White (British or English)	<input type="radio"/>	Black or Black British	<input type="radio"/>
White (not British or English)	<input type="radio"/>	Other	<input type="radio"/>
Mixed	<input type="radio"/>	Prefer not to say	<input type="radio"/>
Asian or Asian British	<input type="radio"/>	Don't know	<input type="radio"/>

Do you have a disability, or a special education need, which means you need extra help to do things?

Yes No Prefer not to say Don't know

A bit more about you...

How would you rate the following?

	A lot	A little	Not much	Not at all
I feel confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work well in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I find something difficult, I keep trying until I can do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to take on new challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I can achieve anything I want to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I come up with new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to listen to other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Being Healthy & Active...

I do 60 minutes of physical activity where my heart beats faster.

This can be 60 minutes all at once, or broken down into smaller amounts which add up to 60, e.g 10 minutes at break, 20 minutes at lunch, and 30 minutes after school.

Everyday Most days Some Days No days

Appendix B

Participant & Leader Survey End of Project: reverse

Being Healthy & Active...	A lot	A little	Not much	Not at all
I think I am good at sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy playing sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I'm good at playing cricket	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like playing sports with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think being healthy and active is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like trying new sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing sports makes me feel like I've achieved something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It's all about Cricket... 

If you like taking part in these sessions, please tell us what it is about cricket that you like?

Since taking part in these cricket sessions

	Yes	No
I play more cricket than before	<input type="radio"/>	<input type="radio"/>
I know more about my local cricket club than before	<input type="radio"/>	<input type="radio"/>
I want to play more cricket than before	<input type="radio"/>	<input type="radio"/>

If a friend was thinking about playing cricket, what would you say to them?

Being a Leader...

If you have done some leadership training as part of Chance to Shine cricket club this year, please answer the next questions. If you have not, then you don't need to answer any more questions.

	A lot	A little	Not much	Not at all
I have led or helped with activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at getting my ideas across	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can encourage others to join in activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident leading activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to change activities so everyone can take part	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to lead activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you like being a leader, please tell us what it is about being a leader that you like?

Thank you for doing our survey! Please hand it back to your cricket coach who will send it to; FREEPOST Chance to Shine, Laker Stand, KIA Oval, London SE11 5SS. spear and Chance to Shine comply with the EU General Data Protection Regulation (GDPR) 2018 and the UK Data Protection Act 1998. For further information on how we are committed to respecting your privacy please see full privacy notices at www.canterbury.ac.uk/privacy/universitypolicy and www.chancetoshine.org/privacy.

Appendix C

Appendix C³

Participant & Leader Survey data: all participants

Start of Project	735
End of Project	601

Age (start n=735, end n=601)

Age	Overall		Participants		Leaders	
	Start	End	Start	End	Start	End
11 ²	0.4%	0%	N/A	N/A	N/A	N/A
12	27%	30%	69%	77%	31%	23%
13	30%	35%	57%	51%	43%	49%
14	25%	23%	46%	56%	54%	44%
15	15%	10%	32%	16%	68%	84%
16	2%	2%	14%	10%	86%	90%

Workstrand (start n=735, end n=601)

	Start	End
Participant	53%	55%
Leader	47%	45%

Ethnicity (start n=735, end n=601)

	Start	End
White (British or English)	64%	73%
White (not British or English)	3%	3%
Mixed/multiple ethnic groups	5%	3%
Asian or Asian British	19%	12%
Black or Black British	4%	4%
Other	3%	1%
Prefer not to say	1%	1%
Don't know	1%	3%

Disability (start n=735, end n=601)

	Start	End
Yes	3%	2%
No	91%	92%
Don't know	3%	4%
Prefer not to say	2%	3%

³ All percentages are rounded to the nearest whole number.

² There were 3 participants aged 11 at the Start of Project Survey and 0 participants aged 11 at the End of Project. For the purpose of percentage split between leaders and participants, 11 year old participants at start have been included in the age 12 category. All 11 year old responses classified themselves as 'Participants'.

Appendix C

A bit more about you (start n=735, end n=601)

<i>How would you rate the following...</i>	A lot		A little		Not much		Not at all	
	Start	End	Start	End	Start	End	Start	End
I feel confident	39%	45%	48%	45%	11%	7%	3%	3%
I work well in a team	69%	68%	27%	27%	4%	4%	1%	1%
If I find something difficult, I keep trying until I can do it	50%	57%	39%	34%	8%	8%	3%	2%
I am willing to take on new challenges	67%	69%	28%	25%	4%	5%	1%	1%
I feel I can achieve anything I want to	36%	40%	48%	47%	14%	11%	3%	2%
I come up with ideas	31%	39%	51%	46%	16%	13%	3%	2%
I like to listen to other people	50%	55%	40%	34%	7%	7%	3%	4%

Being Healthy and Active (start n=735, end n=601)

	Every day (<i>Active</i>)		Most days (<i>Fairly Active</i>)		Some days (<i>Fairly Active</i>)		No days (<i>Less Active</i>)	
	Start	End	Start	End	Start	End	Start	End
I do 60 minutes of physical activity where my heart beats faster	37%	38%	40%	40%	21%	21%	2%	1%

<i>How would you rate the following?</i>	A lot		A little		Not much		Not at all	
	Start	End	Start	End	Start	End	Start	End
I think I am good at sports	46%	46%	44%	45%	7%	6%	3%	2%
I enjoy playing sports	82%	82%	14%	14%	3%	2%	1%	2%
I think I'm good at playing cricket	24%	27%	52%	53%	18%	16%	6%	4%
I like playing sports with others	75%	79%	21%	17%	3%	3%	2%	1%
I think being healthy and active is important	86%	85%	12%	14%	1%	1%	1%	1%
I like trying new sports	67%	71%	26%	22%	4%	6%	6%	1%
Playing sports makes me feel like I've achieved something	65%	67%	28%	21%	5%	6%	9%	3%

Since taking part in these cricket sessions (start n=735, end n= 601)

	Start		End	
	Yes	No	Yes	No
I play more cricket than before	N/A	N/A	72%	28%
I know more about my local cricket club than before	N/A	N/A	45%	55%
I want to play more cricket than before	N/A	N/A	78%	22%

Appendix C

Participant & Leader Survey data:

Participant data

Start of Project	387
End of Project	330

Age (start n=735, end n=601)

	Start	End
11	1%	0%
12	35%	42%
13	32%	32%
14	22%	22%
15	9%	3%
16	1%	1%

Ethnicity (start n=387, end n=330)

	Start	End
White (British or English)	69%	74%
White (not British or English)	3%	4%
Mixed/multiple ethnic groups	5%	4%
Asian or Asian British	17%	11%
Black or Black British	3%	4%
Other	3%	2%
Prefer not to say	1%	1%
Don't know	0%	1%

Disability (start n=387, end n=330)

	Start	End
Yes	3%	3%
No	91%	90%
Don't know	3%	4%
Prefer not to say	3%	4%

About me (start n=387, end n=330)

Appendix C

How would you rate the following...	A lot		A little		Not much		Not at all	
	Start	End	Start	End	Start	End	Start	End
I feel confident	37%	47%	48%	44%	11%	7%	4%	2%
I work well in a team	65%	65%	30%	31%	4%	3%	1%	1%
If I find something difficult, I keep trying until I can do it	50%	57%	38%	33%	8%	9%	3%	1%
I am willing to take on new challenges	68%	69%	27%	27%	4%	4%	1%	0%
I feel I can achieve anything I want to	35%	39%	46%	48%	16%	11%	3%	2%
I come up with ideas	29%	39%	51%	46%	17%	15%	3%	1%
I like to listen to other people	51%	55%	38%	34%	6%	8%	5%	4%

Me & being active (start n=387, end n=330)

	Every day (<i>Active</i>)		Most days (<i>Fairly Active</i>)		Some days (<i>Fairly Active</i>)		No days (<i>Less Active</i>)	
	Start	End	Start	End	Start	End	Start	End
I do 60 minutes of physical activity where my heart beats faster	34%	40%	42%	40%	21%	20%	3%	0%

How would you rate the following?	A lot		A little		Not Much		Not at all	
	Start	End	Start	End	Start	End	Start	End
I think I am good at sports	46%	46%	44%	44%	7%	7%	3%	2%
I enjoy playing sports	80%	83%	15%	14%	3%	2%	2%	2%
I think I'm good at playing cricket	23%	26%	52%	52%	18%	18%	7%	4%
I like playing sports with others	73%	78%	22%	17%	3%	3%	2%	1%
I think being healthy and active is important	88%	87%	10%	12%	1%	1%	1%	0%
I like trying new sports	67%	71%	26%	24%	4%	5%	2%	1%
Playing sports makes me feel like I've achieved something	64%	66%	28%	26%	5%	6%	2%	2%

Since taking part in these cricket sessions (start n=387, end n= 330)

	Start		End	
	Yes	No	Yes	No
I play more cricket than before	N/A	N/A	78%	22%
I know more about my local cricket club than before	N/A	N/A	45%	55%
I want to play more cricket than before	N/A	N/A	81%	19%

Appendix C

Participant & Leader Survey data:

Leader data

Start of Project	348
End of Project	271

Age (start n=348, end n=271)

	Start	End
11	0%	0%
12	18%	15%
13	28%	37%
14	29%	22%
15	22%	19%
16	3%	7%

Ethnicity (start n=348, end n=271)

	Start	End
White (British or English)	59%	73%
White (not British or English)	3%	2%
Mixed/multiple ethnic groups	5%	3%
Asian or Asian British	21%	13%
Black or Black British	6%	5%
Other	3%	1%
Prefer not to say	1%	0%
Don't know	1%	4%

Disability (start n=348, end n=271)

	Start	End
Yes	3%	2%
No	92%	93%
Don't know	1%	2%
Prefer not to say	3%	4%

About me (start n=348, end n=271)

How would you rate the following...	A lot		A little		Not much		Not at all	
	Start	End	Start	End	Start	End	Start	End
I feel confident	41%	43%	48%	45%	10%	7%	1%	4%
I work well in a team	73%	71%	24%	23%	3%	5%	1%	1%
If I find something difficult, I keep trying until I can do it	50%	57%	41%	35%	8%	6%	2%	2%
I am willing to take on new challenges	67%	69%	28%	24%	3%	6%	1%	2%
I feel I can achieve anything I want to	37%	41%	50%	46%	11%	11%	2%	2%
I come up with ideas	33%	40%	50%	46%	15%	11%	2%	3%
I like to listen to other people	49%	56%	42%	35%	7%	6%	2%	4%

Appendix C

Me & being active (start n=348, end n=271)

	Every day (<i>Active</i>)		Most days (<i>Fairly Active</i>)		Some days (<i>Fairly Active</i>)		No days (<i>Less Active</i>)	
	Start	End	Start	End	Start	End	Start	End
I do 60 minutes of physical activity where my heart beats faster	40%	36%	38%	41%	21%	21%	1%	2%

<i>How would you rate the following?</i>	A lot		A little		Not much		Not at all	
	Start	End	Start	End	Start	End	Start	End
I think I am good at sports	46%	47%	43%	47%	8%	5%	3%	2%
I enjoy playing sports	84%	81%	13%	15%	2%	3%	1%	2%
I think I'm good at playing cricket	24%	28%	52%	54%	19%	13%	5%	4%
I like playing sports with others	77%	80%	19%	16%	2%	3%	1%	1%
I think being healthy and active is important	83%	83%	14%	15%	2%	1%	1%	1%
I like trying new sports	67%	71%	27%	20%	4%	7%	3%	2%
Playing sports makes me feel like I've achieved something	66%	68%	27%	25%	5%	5%	3%	3%

Since taking part in these cricket sessions (start n=348, end n=271)

	Start		End	
	Yes	No	Yes	No
I play more cricket than before	N/A	N/A	64%	36%
I know more about my local cricket club than before	N/A	N/A	45%	55%
I want to play more cricket than before	N/A	N/A	73%	27%

Being a Leader (start n=348, end n=271)

	A lot		A little		Not much		Not at all	
	Start	End	Start	End	Start	End	Start	End
I have led or helped with activities	41%	44%	46%	44%	9%	9%	4%	4%
I am good at getting my ideas across	35%	42%	49%	46%	15%	9%	2%	3%
I can encourage others to join in with activities	56%	64%	37%	27%	6%	6%	1%	3%
I feel confident leading activities	47%	55%	38%	30%	11%	11%	4%	4%
I try to change activities so that every can take	44%	56%	45%	34%	9%	8%	2%	2%
I like to lead activities	48%	56%	37%	31%	12%	7%	4%	6%