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centre for sport, physical education  
& activity research



# Chance to Shine Whole School Programme Executive Summary



May 2023

The Centre for Sport, Physical Education & Activity Research  
(*spear*)



## About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Science, Engineering & Social 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, Mencap, Youth Sport Trust, Wolverhampton Wanderers Foundation, Chance to Shine, Sport Birmingham, parkrun UK and Sport England. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* helps 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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Chance to Shine Evaluation by *spear* and commissioned by Chance to Shine. Final Report produced by *spear*.

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## Context

### About the Chance to Shine Whole School Programme

Chance to Shine is a national children's charity with a mission to give all young people the opportunity to play, learn and develop through cricket. In a Whole School Programme, Chance to Shine coaches work in state schools to deliver a free half-term of cricket. In the 2022/23 academic year, Chance to Shine are working with 300 primary schools where a high proportion of pupils (40%+) are receiving free school meals.

The Whole School Programme focuses on the domains of physical learning as well as the life-wide and life-long approach to inspiring children, families and communities to be physically active for life and to play at home, at school and in public spaces. Teachers are trained and their confidence developed so they can continue to play cricket with their pupils after the programme. Street cricket projects are offered around schools to support children to continue to play in their local community, and connections are made to local clubs.

### About *spear's* evaluation

*spear* was commissioned from November 2022 to May 2023 to conduct an independent evaluation of the Chance to Shine Whole School Programme. The evaluation includes quantitative assessments of impact on core outcomes alongside qualitative exploration of the experiences and perceptions of a range of stakeholders.

The report focuses on perceptions and attitudes towards cricket and the programme, as well as learnings to inform school cricket provision and programme development. It also explores the engagement and experiences of children from disadvantaged communities.

Survey responses were collected from children at the beginning (n=1,025) and end of the programme (n=693). Teachers and coaches also completed a survey relating to programme perceptions. Three site visits to schools and 41 teacher telephone interviews were conducted to explore programme delivery.

This Executive Summary presents infographic summaries for key sections of the Final Report: *Headline Findings*, *Insight*, *Impact*, *Achievements and Challenges*, and *Recommendations for Chance to Shine*, coaches and schools.

#### Whole School Programme aim

- To create opportunities for children to play and support their physical, personal, mental and social wellbeing.

#### Key research questions

- Has the Whole School Programme impacted engagement and outcomes for children, particularly those living in disadvantaged communities?
- Has the Whole School Programme impacted children and teacher perceptions and attitudes to cricket?
- What have we learnt from the Whole School Programme about delivering accessible, engaging and sustainable opportunities for children to play, learn and develop through cricket in schools?



In 2022/23, Chance to Shine aimed to work in 300 primary schools engaging 23,210 children where a very high proportion of pupils (40%+) receive free school meals.



On joining the programme, most children had very little cricket experience. Only a tenth had played outside of school, less than a quarter had played with family and just over half had played at school.



After engaging in the programme, positive changes are evident in children's attitudes and perceptions: over four fifths now say they enjoy cricket and around three quarters say they feel competent and confident playing. Almost two thirds say they would play cricket again.



Children's perceptions of wider sport and activity and their wellbeing and development remain broadly high and stable across the programme, with small but significant increases in their enjoyment of sport and games and their empathy for others. For boys, significant increases in their perceived resilience and capacity for learning are evident.



Teachers have benefited from the programme: over three quarters now say they feel confident, competent and motivated to deliver, embed and sustain cricket in school and over four fifths say they would take part in the programme again.



Chance to Shine coaches are rated highly by children: over 90% say their coach is fair, kind, encouraging and inclusive and around 90% say they feel happy, confident, and have fun with their coach.



Teachers say factors key to achieving programme impacts are the expertise, inclusivity and approach of Chance to Shine coaches and the emphasis on their own development.



Programme sessions are broadly seen as inclusive and engaging for children from underrepresented groups and disadvantaged communities, although barriers to continued engagement with cricket outside of school remain. Less than half of teachers think there are accessible opportunities for children to continue playing in the community.



Next steps for schools include delivering and facilitating more cricket in school, hosting and participating in festivals and events, and connecting with local clubs. Around two thirds of teachers say they now know about community cricket opportunities they can signpost children to.


## Recommendations

**Schools:** involve and upskill more staff, signpost to and support community playing opportunities.

**Coaches:** communicate with schools, identify and respond to need, engage and empower children.

**Chance to Shine:** engage more school staff, equip coaches to respond to environmental constraints.

## Before taking part in Chance to Shine's Whole School Programme...




**58%**  
had played cricket  
in school


**“ Younger classes do not usually get exposed to cricket ”**  
-Teacher, Telephone Interview



**67%**  
thought cricket  
was fun



**61%**  
liked cricket




**45%**  
said they were  
good at cricket




**54%**  
felt confident  
playing cricket

**“ Many children in the school don't really know cricket ”**  
-Teacher, Telephone Interview



**23%**  
had played cricket  
with their family

**“ The children have a lack of exposure to the sport ”**  
-Teacher, Telephone Interview



**1 in 10**  
had played cricket outside of school

**“ Cricket is not something that the children are usually exposed to at the school, they have not done a lot of it in the past ”**  
- Teacher, Telephone Interview



## Self-esteem

**Whole School Programme sessions positively impacted a child with global developmental delay**

*"To watch his skills in throwing, catching and hitting the ball improve was just wonderful. He had a huge smile on his face and felt part of his team. I am so proud of his achievement and it's great for his self-esteem too"*  
(Teacher, Teacher Survey)



## Sense of belonging

**Whole School Programme sessions empowered a child with English as an additional language**

*"Prior to our sessions, one particular year 4 student had no English language skills and cricket empowered him to put this aside and feel like he belongs with the rest of the students taking part"*  
(Teacher, Teacher Survey)



## Aspirations

**One girl is developing a passion for cricket and wants to be more involved**

*"She started practising at home and enjoyed the cricket sessions, calling it one of her best days of the week. She has also started to enquire about her nearest cricket club and how she can get involved"*  
(Coach, Snap Survey)



## Individual development

**For many children these sessions were their first chance to play cricket**

*"Some children really enjoyed the programme and started playing more cricket for a cricket team... Helped them build confidence and respect for things. Better life skills and motor skills"*  
(Teacher, Teacher Survey)



## Physical literacy

**Whole School Programme sessions enabled a child with visual impairment to be independent in PE**

*"At the start of the sessions, he struggled to bend down without falling over. By the last session, he not only learnt to hit the ball with a bat, but his classmates learnt how to include him in the activities. The biggest lessons learnt weren't about the cricket!"*  
(Teacher, Teacher Survey)




## Wellbeing & confidence

**One child "came alive" during the sessions, growing in confidence and enjoyment of sport**

*"Lacks some self confidence but as soon as the sessions started he came alive. He enjoyed himself so much that he asked his mum if he could visit a cricket ground. Cricket has definitely brought him out of his comfort zone and given him a lot of joy"*  
(Teacher, Teacher Survey)

## During & After taking part in Chance to Shine's Whole School Programme...

**85%** feel they can learn new things








**85%** perceive they are resilient

*significant but small increases for boys*



**96%** say the coach is kind

**90%** feel included

				
<b>89%</b>	<b>88%</b>	<b>70%</b>	<b>78%</b>	<b>85%</b>
think cricket is fun	like cricket	say they're good at cricket	feel confident playing cricket	have empathy for others

### Teachers believe the programme...

adds value to their school sport offer

**85%**

supports whole school agenda

**88%**



**9 in 10**

teachers report a 'positive' or 'very positive' impact on children's happiness & wellbeing



**64%** want to play more cricket

**“ My coach includes everyone and just brings a smile to my day ”**

- Pupil, Children's Survey

**“ The school is in a vulnerable area, so many don't benefit from out of school clubs, this activity is a great opportunity for them that's free and accessible ”** - Teacher, Teacher Survey



## What went well

Coaches were able to...



engage children  
build rapport  
enthuse children to play

Teachers felt it...



built their confidence  
increased their knowledge

90% of teachers think sessions are inclusive and accessible

Still to address



Ensure consistency of coach skill across the country

Adapt activities to environmental constraints

## Engaging children from disadvantaged communities in cricket outside of school



Barriers

parents' attitudes to cricket and awareness of opportunities



only 43%

of teachers feel there are accessible playing opportunities in the community



To address this...

greater promotion of accessible local opportunities

## Next steps



Embedding in school curriculum



Cricket to be available during play time



Offering an after school club



Hosting competitions and festivals



Connecting with local clubs



Offering club taster sessions

## CHANCE TO SHINE



### ENGAGE & INVOLVE

Encourage schools to engage more staff in the Whole School Programme. Several schools wanted additional coaches to allow for smaller groups, support behaviour management and enable teachers to learn. While resource constraints are recognised across organisations, additional school staff support will ease delivery and increase capacity and expertise to embed and sustain cricket in schools.



### SIGNPOST & SUPPORT

Ensure coaches are equipped to adapt activities when weather prohibits outside play. Several schools resorted to small, indoor spaces when weather stopped play or it was too cold for younger children. Some teachers praised coaches for successfully adapting provision; others found activities unsuitable for indoor play, impacting engagement, enjoyment and learning. Don't let weather stop play by ensuring coaches are equipped to respond to environmental constraints and adapt activities accordingly.



## COACHES

### CONNECT & COMMUNICATE

Engage schools from the outset, establish expectations and build relationships. A pre-programme visit is valued by schools: it gives teachers a chance to ask questions and develops early rapport. Sustained communication and positive relationships pave the way for conversations about embedding and sustaining cricket in school and raising awareness of playing opportunities for children outside school.



### IDENTIFY & RESPOND

Adapt to the school, the situation and the class in front of you. Schools appreciate coaches who take time to get to know them and their pupils, find out what they need to know and want to achieve, and tailor their offering accordingly. Identifying and responding to school and pupil need helps ensure buy-in from schools and sessions that are appealing, relevant and accessible to all children.



### ENGAGE & EMPOWER

Help children play, learn and develop through cricket. Children say they love the games and feeling like they are good at cricket. Support their engagement and progression by focusing on fun and celebrating 'small wins'. Promoting a friendly and safe environment that facilitates early success builds confidence, competence and motivation, maximising children's engagement and outcomes.



## SCHOOLS



### INVOLVE & UPSKILL

Involve more staff in the Whole School Programme. Teachers developed confidence and competence working with coaches but some struggled to learn in sessions, manage behaviour and help children. Additional staff engagement will allow teachers who want to learn, to do so. Providing resource so staff have space to build confidence and competence is key to sustaining cricket in school.



### SIGNPOST AND SUPPORT

Publicise playing opportunities and facilitate transition. Parents often don't know where children can play, so ask your Chance to Shine coach about accessible playing opportunities, reach out to clubs, and organise tasters. Raising awareness and supporting engagement may help counter some of the barriers children from deprived communities face accessing and engaging with cricket outside school.

