Extension to Open Farms Project
Final Report

Soil Association
The BOBL Project

The Better Organic Business Links (BOBL) project, run by Organic Centre Wales, is a four year project designed to support the primary producer in Wales and grow the market for Welsh organic produce in a sustainable way.

The aim is to develop markets for organic produce whilst driving innovation and promoting sustainable behaviours at all levels within the supply chain, to increase consumer demand and hence markets for organic produce, especially in the home market, and to ensure that the primary producers are aware of market demands. The project provides valuable market information to primary producers and the organic sector in general.

Delivery of the project is divided into five main areas of work:

- Fostering innovation and improving supply chain linkages
- Consumer information and image development of organic food and farming in Wales
- Market development
- Providing market intelligence to improve the industry’s level of understanding of market trends and means of influencing consumer behaviour
- Addressing key structural problems within the sector.

In all elements of the work, the team are focused on building capacity within the organic sector, to ensure that the project leaves a legacy of processors and primary producers with improved business and environmental skills, able to respond to changing market conditions, consumer demands and climate change.

The project is funded under the Rural Development Plan for Wales 2007-2013, in turn funded by the Welsh Government and the European Agricultural Fund for Rural Development.
1. Introduction

1.1. Objectives
The aim of the BOBL-funded Open Farms programme was to engage communities and school children through learning about organic food and farming. This was achieved through practical visits to local organic farms where visitors could be inspired by the farmer, the farm, nature and what farming delivers for the community.

The programme contributed to a wide range of BOBL project objectives, primarily against activity:

2.5 – Open Organic Farms
The programme included holding farmers markets linked to local schools and events open to the general public. It was therefore relevant to:

1.5 – Innovative distribution models and;

2.6 – Reaching young people and families in urban areas.

1.2. Background
The programme built on the BOBL Open Farm Events activity commissioned in June 2010 and completed in September 2012. It incorporated the results of the feedback from this programme and aimed to encourage a large number of organic farm visits to take place throughout the remaining period of the BOBL programme. The extension was also keen to encourage the development of School Farmers’ Markets (SFM). The original proposal was for up to 30 visits and busaries, there was however a trade off for markets versus farm visits which is reflected in the range of targets outlined in the outputs section. The cost of the MFWLT support (initial visit, educational session, producer contact and help running the market) was £1000 per school. As the Soil Association worked with four schools this left £2750 for bursaries, sufficient to fund approximately visits by twelve schools. In the end this number was exceeded as some schools did not wish to claim the full bursary.

The initial stage of the project developed farmers’ markets in schools to provide an inspiring and enjoyable learning experience for children and people from the local community. These markets were scheduled where possible to take place alongside a visit to a farm. They sought to raise awareness about sustainable farming and encourage more sustainable purchasing from parents. Additionally, the activity sought to provide new markets for sustainably produced local organic food. However, despite efforts to attract organic farms to sell at the markets, the uptake from organic producers was only around 10% of stall holders.

1.3. Operation
The project provided funding for schools to visit organic farms with funding for the farmer and a bursary to help the school with transport costs. In total 24 schools took part in farm visits held on 8 organic farms, spread between Cardiff and Anglesey. Visits were led by a combination of farmers and local facilitators. Mini farmers’ markets were held at the 24 primary schools.

The initial project aimed to host four public open days each year on organic farms, and nine such events took place. These provided an excellent forum for engaging with the wider community and overall the events were popular with around 2,000 people attending. Numbers at some of them were affected by heavy rain on the day, leading to lower numbers than expected.

1.4. New project work
The 12 month extension to the activity focussed the school farmers’ markets and farm visits aspect of the programme in areas that are key to delivering the last stage of the BOBL project with the objective of making the most impact with the fewest resources. In the interests of project legacy,
Association worked with schools in Cardiff, Monmouthshire and Anglesey to build on the work already underway in these areas.

1.5. **Outputs – general**

- The project worked with between 15-20 schools in total, with up to 5 receiving deep and narrow support to set up a school farmers’ market, and between 10-20 receiving a farm visit. (The final numbers were dependent on the number selected to have the in-depth support to set up a school farmers’ market).
- A travel bursary of £75, along with £150 to pay the farmer, supported schools with the costs of the visit
- 1000 school children to visit an organic farm/get involved with the school farmers’ market
- The work was targetted in areas identified as key hotspots in the final year of the BOBL project.

1.6. **Outputs – by County**

1.6.1. **Monmouthshire**

Tie in with the Jeneatte Orrey project to hold three school farmers’ markets and up to seven farm visits

1.6.2. **Cardiff**

To host five farm visits

1.6.3. **Anglesey**

To tie in with the Eden Foods catering mark and host five farm visits at Gwêl Enlli school.

1.6.4. **Llangybi**

Work with this school, which has a certified organic production area, to hold a school farmers’ market

1.7. **Benefits**

The extension would help deliver the following BOBL project outcomes:

- An increase in public recognition that organic food and farming is ‘a good thing’ and translate this into buying behaviour and a positive attitude into organic purchasing (evidence from the Food for Life Partnership in England show that 45 per cent of parents said the family is eating more vegetables, with 43 per cent switching to healthier and more sustainable choices in the shopping basket after their school took part in the programme).
- To help maximise the uptake of organic farming to help deliver the restriction on GM crop production; to increase the proportion of Welsh organic products sold as organic and add value to the products
- Increased delivery of the broader social goals of organic farming including: employment, ethical trading and local marketing and contribute to development in ‘deep rural areas’
- Support agri-tourism opportunities through visits and activity breaks on organic farms and possible participation in walking, running and cycling events on organic farms
- Support the development of sustainable food procurement through the combination of local (Welsh) sourcing and environmentally-friendly (organic) production methods by introducing schools and their communities to local producers and produce and supporting fair trade/ethical trade relationships within the organic supply chain
- Foster a sense of public ownership for countryside and coastline through promoting access to local countryside, especially to ethnic minority and socially excluded groups
2. Delivery

2.1. Farm Visits

The project ran a total of 19 farm visits during the additional year. The initial aim was to focus these in the target areas of Cardiff, Monmouthshire and Anglesey, but due to a poor response from some of these schools the reach was extended to include Pembrokeshire. The final totals were:

- Anglesey - 2 visits
- Cardiff - 7 visits
- Pembrokeshire - 7 visits
- Monmouthshire - 3 visits

Total 19 visits (with two still being arranged in Anglesey)

Consideration had been given to preparing materials for use by schools during the visits. Some leaflets have been produced, but the pupils’ role in the event includes producing their own posters and literature. This has proven an effective means of engaging pupils and teachers.

2.2. Challenges

Achieving the uptake of support was more difficult than expected and as a result success was lower than expected in some areas. Contact was made with all the schools in Anglesey and Monmouthshire, but it was still a struggle to recruit schools to take part in the farm visits. This has been an issue throughout Wales. Despite having funding for visits, and the help in organising them, it has been generally difficult to get schools to organise a farm visit. This may be due to schools not recognising the value of farm visits, that teachers aren’t confident in the visit and as a one-off event it doesn’t always fit in to the curriculum. Having a keen teacher is the key element, so input at a teacher training stage may help change this in the future. It has been interesting to note that Monmouthshire as a whole was very difficult to engage with the project. Perhaps they feel that they are already well connected to food and farming and don’t need the help?

The aim was to build a network of local facilitators who could be re-commissioned should further funding be available in the future. There is now a network of good farmers who are keen to do more (eg Sue Pritchard and Ruth Tudor in Monmouthshire, Wil Roberts on Anglesey, Isla Horton at Riverside in Cardiff). It was also an opportunity to find more freelance facilitators to replicate the Learning on the Farm and CAFÉ projects of previous years. Despite meetings and conversations with interested people (in Brecon, Ceredigion, Conwy), it was more difficult to recruit/work with them as general facilitators – probably because there isn’t the volume of work to sustain them and there is more direct benefit if they are actually based on the farm.

2.3. School Farmers’ Markets

The programme worked with four schools in Monmouthshire: Rogiet, Thornwell, Llanfoist and Cantref. Rogiet and Llanfoist are rural schools while Thornwell and Cantref are town based.

The idea of school farmers’ market was welcomed with great enthusiasm at all the initial visits, and educational visits were also delivered to large groups at all schools. Rogiet and Cantref markets were very successful with a great effort made by all pupils and staff.

The market at Rogiet was very successful. Producer stalls included fresh flowers, eggs and duck eggs, vegetables that the school had grown in their garden, cake producers (with icecream style cone cakes), strawberries and cream. The pupil’s stalls included ready to grow packs, decorated plant pots.
and plant and herb markers. The market started at three o’clock and was very busy for a good hour and a half.

Cantref in Abergavenny had a lovely day and the market was held outside on the school field. There was a selection of stalls including vegetables grown on the school premises and a great stall selling pepper plants of different strengths. Most classes had a stall with pupils selling fruit jellies, ice creams and a great range of cakes to go with tea and coffee. The market was very well attended with parents enjoying the sunshine after making their purchases. Pupils have been encouraged to think seriously about promoting their products and this resulted in some making up promotional jingles and singing them to the assembled potential customers (parents). Both schools were very pleased as to how the events went.

Two of the markets at Monmouth did not go ahead, although both initial visits and educational visits were felt to be extremely successful and delivered to very large groups of pupils at both Llanfoist and Thornwell Primary schools. The market at Thornwell, Chepstow had to be cancelled due to access as building contractors arrived on site early during the proposed SFM date. Llanfoist cancelled a few days prior as they felt there weren’t enough producers and it also clashed with the indoor market at Abergavenny. It seems this was mainly due to confusion between the school and the market co-ordinator over recruiting the producers, as the market date clashed with the local farmers’ market. The school was concerned that they wouldn’t have enough stalls, but it would probably have been possible to have found a creative solution.

All the schools that responded to the feedback questionaire stated they were planning, or would consider holding another farmers’ market. Following the conclusion of this programme schools do now have the skills and confidence to initiate future markets. Evidence from elsewhere shows that the model works and the marjority of schools run future markets, whether termly, twice a year or annually.

3. Feedback
3.1. Schools

The response from the schools was very positive and the programme has been generally well received. The market co-ordinator, Sioned, emailed on the 6th June to say:
‘I can honestly say that I have never had such a warm welcome in any school as I did in all Monmouthshire schools therefore I’m happy that initial and educational visits went extremely well and hopefully future markets will be happy and successful’.

3.2. **Teacher quotes:**

‘It was very helpful to have someone else making the phone calls and the initial links because, as a small school, staff time is very limited.’

‘Really enjoyed the whole event.’

‘A fantastic opportunity which the children took on with great enthusiasm. The whole village was buzzing afterwards, wanting to know when the next one was!’

‘Well worth doing and happy to share experiences.’

‘Once established it’s just a matter of inspiring the children and supporting the staff. It’s very time consuming but well worth the effort. The feedback from parents and the community is very rewarding.’

‘Thank you so much for yesterday. It was a really enjoyable, informative day. We’ve been busy all day today putting together a display and preparing for the competition tomorrow. One of them has decided to make their own butter to go with their meal! I told my husband who is a primary Head how good it was. He will be in touch in the future! Many thanks again, Karen’

3.3. **Producer feedback:**

Feedback from producers was very positive with at least one asking if there were any more markets that she could attend. Moving away from a familiar area provided some challenges with finding producers but both found the schools to be extremely enthusiastic and positive about the project. It was unfortunate (and uncharacteristic) that two of the markets did not take place in this instance.

Experience elsewhere suggests that more local producers will attend as the school holds more markets, because local farmers see that others are making a go of them and want to take part. The first markets in the area always tend to be difficult and need to bring in some producers that have already shown an interest. Interestingly, organic farmers are often the most difficult to recruit as in many cases they seem to have their marketing organised if they are doing direct sales.

‘It’s good to have banter with children and educate them with farming life’

‘We think that the school farmers markets are an ideal way to introduce the children and their parents to local producers. We hope that the products will encourage the schools, children and parents to grow and also make their own food, not everything needs to be purchased at super markets.’

‘They are very well organised – but many are too far for me to attend’

4. **Proposed changes for a future project**

The Soil Association proposes that a future project should be based on the whole-school approach developed in other parts of the UK. With this approach a project co-ordinator not only helps the school run the markets, but also ties in cooking, growing, visits to nearby farmers’ markets and visits to farms as part of a full educational programme. Such a programme can be run over a term or longer period of time. This will help make the project more relevant to teachers and overcome some of the
challenges of engaging with schools. If concentrated on a small area this approach will provide a range of opportunities for the local producers.

Handwashing was an issue. A centrally located but mobile handwashing and boot washing station that could be made available to different farms would be of huge benefit. This should also include educational resources for use on the farm.
### APPENDIX 1: EXAMPLE FEEDBACK FORMS

**Host School - School Farmers' Market Questionnaire**

**School Name: Ysgol Cefn Coch**

We hope that you have enjoyed today’s school farmers’ market. We would be very grateful if you could spend a couple of minutes answering a few questions about your experience. Your feedback is valued and helps us to develop future markets. Many thanks for your time.

1. Was this the first market that’s been held at the school? YES
2. How many previous markets have you held? __________
   2. How many people have been involved?
   - Pupils _160_ Staff 20 PTA/volunteers 0 External producers 6
3. How much money did your school make from its market? £400
4. How do you intend to use this money? Farm visit Growing Other (please specify) _____________________________
5. What area(s) of the curriculum did your farmers’ market help you deliver?
   - NUMERACY
   - LITERACY
   - ICT
   - CITIZENSHIP / PSHE
   - SCIENCE
   - OTHER – please specify
6. Has running the school farmers’ market(s) led to more or less time spent on the following activities?
   - Farm visits N/A
   - Cooking More
   - Growing More
   - Food & farming curriculum The Same
7. Is your school signed up to the Food for Life Partnership? NO
8. Would you consider hosting another school farmers’ market? YES
9. How do you think that we could improve/ease the process of holding a farmers market for you and your school?

Once established it’s just a matter of inspiring the children and supporting the staff. It’s very time consuming but well worth the effort. The feedback from parents and the community is very rewarding.
Host School - School Farmers’ Market Questionnaire

School Name: Mount Stuart Primary Cardiff

We hope that you have enjoyed today’s school farmers’ market. We would be very grateful if you could spend a couple of minutes answering a few questions about your experience. Your feedback is valued and helps us to develop future markets. Many thanks for your time.

1. Was this the first market that’s been held at the school? NO
   If NO, How many previous markets have you held? Last summer’s was the third

2. How many people have been involved?
   Pupils_ALL *(380) Staff all (35) PTA/volunteers 0 External producers 8

3. How much money did your school make from its market? £650

4. How do you intend to use this money? Farm visit Growing
   Other (please specify) 'Eco’ projects - the Eco council decided on what to spend it on, including planters and baskets for various areas of the school and a greenhouse

5. What area(s) of the curriculum did your farmers’ market help you deliver?
   NUMERACY LITERACY ICT CITIZENSHIP / PSHE
   SCIENCE OTHER – please specify _____ALL THE ABOVE_______________________________

6. Has running the school farmers’ market(s) led to more or less time spent on the following activities?
   Farm visits The same
   Cooking More
   Growing More
   Food & farming curriculum The Same

7. Is your school signed up to the Food for Life Partnership? NO

8. Would you consider hosting another school farmers’ market? YES

9. How do you think that we could improve/ease the process of holding a farmers market for you and your school?
   By linking us with producers and perhaps offering funding towards visits to farms/producers
Host School - School Farmers' Market Questionnaire

School Name: Ysgol Santes Gwenfaen RHOSCOLYN

We hope that you have enjoyed today’s school farmers’ market. We would be very grateful if you could spend a couple of minutes answering a few questions about your experience. Your feedback is valued and helps us to develop future markets. Many thanks for your time.

1. Was this the first market that’s been held at the school? NO
   If NO, How many previous markets have you held? _____2____

2. How many people have been involved?
   Pupils__100+__       Staff__10+__    PTA/volunteers__8__    External producers__12__

3. How much money did your school make from its market? ___£700+_____

4. How do you intend to use this money? Farm visit     Cooking     Growing
   Other (please specify) __class__resources____________________________

5. What area(s) of the curriculum did your farmers’ market help you deliver?
   NUMERACY   LITERACY   ICT   CITIZENSHIP / PSHE
   SCIENCE   OTHER – please specify ________________________________

6. Has running the school farmers’ market(s) led to more or less time spent on the following activities?
   Farm visits N/A Less The Same More
   Cooking N/A Less The Same More
   Growing N/A Less The Same More
   Food & farming curriculum N/A Less The Same More

7. Is your school signed up to the Food for Life Partnership? YES NO

8. Would you consider hosting another school farmers’ market? YES NO

9. How do you think that we could improve/ease the process of holding a farmers market for you and your school?
   __Providing a list of local producers, helping to produce flyers/posters
   ________________________________

Many thanks for your help. Your feedback is greatly appreciated.
APPENDIX 2: Carousel of Activities for Henry VIII SCHOOL

Suggest carousel of the following activities. Children in 4 groups of 6 or 7 with one staff from school per group.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Knowledge &amp; skills</th>
<th>TF Personnel</th>
<th>Comments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASTING SMELLING How can we design a great food product?</td>
<td>How do we use our senses for eating? How do we design products? Tasting Smelling Diversity</td>
<td></td>
<td></td>
<td>Trealy Farm products Herbs Spices</td>
</tr>
<tr>
<td>MILKING COW Gwenlas gets milked</td>
<td>How do cows make milk? Fertility Reproduction TB Politics</td>
<td>Ruth</td>
<td></td>
<td>Cow Bucket Udder cream</td>
</tr>
<tr>
<td>MILK, CREAM, BUTTER Separate milk &amp; cream Make butter</td>
<td>What is cream? How can we make butter from cream? What is butter? What are ‘fats’?</td>
<td></td>
<td></td>
<td>Separator Milk Jars Greaseproof paper Labels Freezer packs</td>
</tr>
<tr>
<td>RABBITS Handling Observing</td>
<td>What sort of animals are rabbits? (Mammals, sociable, family, clean, quiet, protein source, foragers)</td>
<td></td>
<td>Our rabbits are bred for meat and live in large free range family groups.</td>
<td></td>
</tr>
<tr>
<td>FARM WALK: Foraging for Rabbits Treasure Hunt Sensory Activity</td>
<td>What do rabbits eat? Free food! Using ALL our senses</td>
<td></td>
<td>Instructions Maps Blindfolds</td>
<td></td>
</tr>
<tr>
<td>SHEEP &amp; LAMBS Handling Observing</td>
<td>As for rabbits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CATTLE, GOATS, PIGS Observing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAUSAGE MAKING Choosing our spices &amp; fruits Mixing Sausage making Eating!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3: PICTURES
### APPENDIX 4: SCHOOLS INVOLVED

<table>
<thead>
<tr>
<th>School</th>
<th>Farm</th>
<th>Educ* visit</th>
<th>SFM</th>
<th>Farm Visit</th>
<th>No child.</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANGLESEY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhoscolyn Primary School</td>
<td>Gwel Enlli</td>
<td>12.5.13</td>
<td>12</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Llaingoch school</td>
<td>Gwel Enlli</td>
<td>11.10.12</td>
<td>27</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Ysgol Corn Hir Pennaeth</td>
<td>Gwel Enlli</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ysgol y Parc Holyhead</td>
<td>Gwel Enlli</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CARDIFF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hywell Dda Primary</td>
<td>Riverside community garden</td>
<td>08/10/2012</td>
<td>20</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>St Paul's Church in Wales Primary School, Grangtown</td>
<td>Riverside community garden</td>
<td>20/02/2013</td>
<td>27</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Riverside Play Centre</td>
<td>Riverside community garden</td>
<td>03/04/2013</td>
<td>15</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Home Ed network group</td>
<td>Riverside community garden</td>
<td>12/04/2013</td>
<td>13</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Kitchener Primary, Riverside</td>
<td>Riverside community garden</td>
<td>15/04/2013</td>
<td>60</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Mount Stuart Primary, Cardiff Bay</td>
<td>Riverside community garden</td>
<td>29/04/2013</td>
<td>45</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Fitzalan High School, Canton (Nurture Group)</td>
<td>Riverside community garden</td>
<td>03/07/2013</td>
<td>7</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PEMBROKESHIRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mencap (aged around 15)</td>
<td>Clynfyw</td>
<td>22/05/2013</td>
<td>6</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>West Wales Action for Mental Health(aged -12)</td>
<td>Clynfyw</td>
<td>29/05/2013</td>
<td>15</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Bloomfield Children’s Club (aged 4-12)</td>
<td>Clynfyw</td>
<td>30/05/2013</td>
<td>14</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Jigso Children’s Centre (aged -11)</td>
<td>Clynfyw</td>
<td>31/05/2013</td>
<td>20</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Pembrokeshire Siblings Group (aged 6-12)</td>
<td>Clynfyw</td>
<td>01/06/2013</td>
<td>20</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Manordeifi Community Council</td>
<td>Clynfyw</td>
<td>04/06/2013</td>
<td>12</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Action for Children</td>
<td>Clynfyw</td>
<td>15/06/2013</td>
<td>12</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>School</td>
<td>Farm</td>
<td>Educ” visit</td>
<td>SFM</td>
<td>Farm Visit</td>
<td>No child.</td>
<td>Adults</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>---------</td>
<td>------------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>MONMOUTHSHIRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cantref</td>
<td></td>
<td>23.04.13</td>
<td>5.07.13</td>
<td></td>
<td>237</td>
<td>2</td>
</tr>
<tr>
<td>Llanfoist</td>
<td>Trealy Farm</td>
<td>23.04.13</td>
<td>Cancelled</td>
<td>04/06/2013</td>
<td>104</td>
<td>2</td>
</tr>
<tr>
<td>Rogiet</td>
<td>Llananant Farm</td>
<td>24.04.13</td>
<td>24.05.13</td>
<td>21/06/2013</td>
<td>185</td>
<td>2</td>
</tr>
<tr>
<td>Thornwell</td>
<td></td>
<td>24.04.13</td>
<td>12.07.13</td>
<td></td>
<td>271</td>
<td>3</td>
</tr>
<tr>
<td>Henry 8th Comp Abergavenny</td>
<td>Trealy Farm</td>
<td></td>
<td></td>
<td></td>
<td>01/07/2013</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>21</td>
<td>4</td>
<td>3</td>
<td>19</td>
<td>1148</td>
</tr>
</tbody>
</table>