



**school  
farmers  
market**



## **Sustainable Communities**

### **Evaluation Report 2012 – 2013**



Completed by

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For

Soil Association



## Acknowledgements

We thank the Peak District Rural Action Zone Leader programme for providing the funding for this project and for the support of their Leader coordinator Amanda Brown and her colleagues.

This project would not have been a success without the hard work, commitment and enthusiasm of all of the participating schools, their pupils, staff and volunteers.

Thank you to our project partners the Mid Wales Food and Land Trust who shared their intellectual and practical knowledge around the scheme and the effective delivery approach that has been successful in over 100 schools elsewhere in the country.

The programme staff at the Soil Association, Sustainable Communities project would like to thank everyone who assisted in this evaluation and gave their time to share their views and help in pulling together all of the information collected over the duration of the project.

Further thanks to all those who participated in the project questionnaires and evaluation group meetings.

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## Introduction

### **1.1 BRIEF DESCRIPTION OF THE EVALUATION**

The evaluation was carried out by Soil Association to see how effective the Sustainable Communities project had been during the funding it had received from the Peak District Rural Action Zone Leader Programme. We wanted to celebrate and build on the successes and learn from those elements of the programme that had not worked so well. This evaluation will be shared with other stakeholders and funders.

The evaluation set out to explore the benefits of the project, to assess how well it had achieved its aims and objectives and the project outcomes and to examine the experiences of those involved in the project.

The specific aims of the evaluation were to:-

- Measure the success of the project in meeting its aims and objectives
- Measure the success of the project in meeting its outcomes
- Examine the impact of the project in relation to specific strategic objectives identified by Leader in the Local Development Strategy
- Examine the impact of the project on beneficiaries
- The identification of any unintended or additional outcomes and benefits to all beneficiaries and stakeholders
- Create a basis for future planning
- Demonstrate effective resource use
- Explain and demonstrate to funders and other stakeholders what the project has achieved and how successful it has been
- The identification of recommendations and key learning from the project

### **1.2 BACKGROUND TO SUSTAINABLE COMMUNITIES PROJECT**

The School Farmers' Market project has been developed in partnership with the Mid Wales Food Land Trust. MWFLT developed the original concept in Powys and have been delivering the school farmers' markets through the Soil Association Leader funded project in Shropshire. They have developed the intellectual and practical knowledge around the scheme and the effective delivery approach that has been successful in over 100 schools elsewhere in the country. We sought to benefit from this delivery experience through developing the project in the Peak District and Staffordshire Moorlands. During this process, the schools and co-ordinator would get trained in setting up the markets and leave a legacy of knowledge in the region for the future.

MWFLT as project partners planned to undertake the following delivery work:

- Support and train the local co-ordinator in terms of setting up markets and recruiting schools

- Provide support and training in contacting the producers and promoting the school market concept
- Support delivery of a bespoke education session in each school to engage the children around setting up a market in the school
- Support the school and co-ordinator in setting up each initial market day

The project was developed throughout the Peak District Rural Action Zone Leader Area. We aimed to develop clusters of activity throughout the area in order to demonstrate the project in as many location-types as possible lacking in local services. From these hubs of activity, we hoped to involve local producers and micro-enterprises in selling at the markets we established and attract the wider community to get involved.

There were four key reasons why there was a need for the project:

- Many rural services including shops and post offices have disappeared and people have to travel much further to buy their food. This project would alert the community to local producers on their doorstep and reduce the food miles for people on their shopping trips
- Small producers and micro food enterprises are finding it increasingly difficult to find markets and get a good price for their produce. This project would enable them to diversify and develop new opportunities for adding value and selling produce in their community
- Schools are often the only community focus in villages where all other services have disappeared. This project would use the school to build links between businesses, schools and all members of the community, resulting in improved services and greater community cohesion.
- Children, even in rural areas, are often disconnected from where their food comes from and how it is produced. This project would enable them to learn more about farming and food, and engage them in enterprise projects that will develop key skills, attitudes and knowledge, potentially inspiring them to find careers in this sector. Additionally, schools are being required to deliver more real-world learning and opportunities to learn outside the classroom and this project would help address this need.

The Local Development Strategy highlights the following issues which the Sustainable Food Communities project addresses:

- The focus on micro enterprises, the core of rural business activity in the Peak District and essential to maintaining sustainable communities;
- The focus on agricultural diversification support where agriculture is both an important part of the Peak District economy but also has vital importance in its environmental stewardship of the National Park and surrounding area;
- The opportunity to integrate community enterprise activity into the LEADER approach, again supporting a wider sustainable communities agenda;

- Targeting harder to reach groups where possible such as young people and the self-employed to maintain diverse and sustainable rural communities;
- Supporting improved environmental management in business activity contributing to climate change issues as well as business resource efficiency;
- The development of the LAG as a means of facilitating business networking and building social cohesion within the RAZ area through a self-help and collaborative approach.

A key part of the project would be to work with school communities to identify schools and producers to take part. An initial approach to a few schools and farms showed interest and building on this we were confident that we would recruit enough schools and producers.

It is important to note that the project would work with non-organic producers as well as organic farmers. Usually around 10% of the stall holders are organic, the remainder being conventional farmers and producers.

There are already a number of successful farmers' markets in the Peak District: Bakewell, Buxton, Belper, Matlock, Wirksworth, Castleton and Hathersage. Bakewell have a waiting list of producers despite having 70 stalls, Buxton are full on most categories except vegetables and Castleton have no extra capacity as they only allow one stall of each food type. This shows that there is a good demand for farmers' markets in the area, but little potential for new small scale producers to get involved. The school farmers' markets would help fulfil this need.

We felt that by carefully targeting the schools with sustained support, we would be able to create 9 beacons of best practice which can then be replicated elsewhere. We would demonstrate the benefits to schools and producers and create more demand, therefore having a greater overall impact in the area. Once producers have taken part in a couple of local markets, they can see the benefits and it then becomes much easier to fill places at future markets. Likewise, teachers often find out about the project through their networks and are keen to run one in their schools. By working in clusters throughout the area, we hope to start a catalyst which would then spread the project elsewhere.

Small producers and growers would be our main target, but we also include local shops, cottage industries and artisan producers to make up numbers. This often provides an excellent first time marketing opportunity for these micro-enterprises. We have small-scale home chutney and preserve makers, beekeepers, village shop keepers, bakers, allotment holders and soap makers who have taken part elsewhere.

We work with the school from day one to involve the children and teacher completely in developing the market. By enabling them to take ownership, we would ensure that we reach out into the community through their links, and give them the necessary skills and confidence to continue the markets after we leave. Experience elsewhere has shown that schools usually run 2 or 3 seasonal markets a year, and many go from strength to strength in terms of visitor numbers and income raised for the school.

### 1.3 **PROGRAMME AIMS AND OBJECTIVES**

The aim of the project is to revitalise local food communities based around the hubs of schools in disadvantaged areas, and, in so doing, generate educational, social, environmental and economic benefits to the area. The Sustainable Food Communities project aims to develop an innovative project in the Peak District Rural Action Zone Leader area that builds local food communities around the hub of a farmers' market in the school.

We aim to deliver a programme of activity that develops a new community strand to build on work that we have started with schools through the Food for Life Partnership. By actively engaging the community with local food producers through the hub provided by village schools, we aim to establish self-sustaining food communities in 9 schools. This enterprise-based community cohesion project has the potential to transform the links between community and land-based industries in a long-lasting way.

The project will:

- Support the creation of a school farmers' market in participating villages to act as the hub of local food activity
- Identify and support local producers and micro-enterprises who wish to sell produce at the markets
- Work with the school children to prepare for the market in terms of organisation, business planning, and marketing to reach out to the wider community
- Organise an enterprise project in the school to educate the children about where food comes from
- Deliver cpd training for schools to grow and cook produce to sell at the market
- Support the schools in celebrating attainment and success through the Food for Life Partnership award scheme
- Work with the schools to develop plans to reinvest income from the markets into related food projects in order to sustain the activity in the long term
- Run three community meetings (each within a cluster of participating schools) to identify opportunities and stimulate new activity appropriate to their needs (e.g. box schemes, csa, buying group, community kitchen, garden share etc.)

### 1.4 **OUTPUTS**

- 9 school farmers' markets will be developed over the term of the project.
- An average of 60 children from each school given the opportunity to have a close link with an organic farm and develop a farmers' market/community food project in the school, totalling 540 children

- 4 volunteers supported in each school to help deliver the markets, totalling 36 volunteers in total
- On average 6 producers recruited to hold a stand at each market, with an estimated 20 producers recruited in total
- 60 members of the local community to benefit from each market, totalling 540 people
- 9 training sessions run throughout the project for volunteers and other schools that wish to run a market, (including those not selected as flagship schools).
- CPD events for schools on growing for the market
- Three facilitated public events each within a cluster of three schools, to explore how the community can build on the school farmers' markets, each attracting 30 people (90 in total)

## **1.6 OUTCOMES**

- Develop educational awareness around food and farming amongst children from disadvantaged communities.
- Revitalised local food economies through providing new markets for small local producers and new opportunities for communities with poor access to local fresh produce to buy produce and meet the farmers.
- Encourage community cohesion by providing an outreach after-school opportunity for the school to involve the community and encourage volunteers to support running/selling produce at the markets
- Providing opportunities and awareness raising for new community enterprises and projects to emerge from the new connections and 'buzz' created by the markets

## **Methodology**

### **2.1 OVERVIEW OF METHODS**

We have monitored and evaluated all the work completed by the Sustainable Communities Project which has included both quantitative and qualitative data. We evaluated the project against our evaluation framework 2.2 and alongside our quarterly reporting to Leader. We have used answers to questions taken from customer, producer and host school questionnaires, together with pupil evaluation sessions.

- The number of schools hosting School Farmers Markets and training sessions
- Producer feedback
- Stakeholder feedback.

- Feedback/evaluation forms, reviewing comments from local community/customers
- Case studies.
- Analysis of press and media.
- Photographs.
- Review of quarterly Leader reports.

## 2.2 **EVALUATION FRAMEWORK**

### School Farmers Markets Evaluation Framework

| ACTIVITIES                                | OUTPUTS   | OUTCOMES  |
|---|---|---|
| Farm Visits                               | <ul style="list-style-type: none"> <li>• Number of farm visits (per year per school)</li> <li>• Number of children involved in farm visits (per year per school)</li> <li>• Number of educational based learning activities around cooking and growing</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop educational awareness around food and farming amongst children from disadvantaged communities.</li> </ul>  |
| School Farm Markets                       | <ul style="list-style-type: none"> <li>• Number of markets held</li> <li>• Number of schools holding continual markets</li> <li>• Number of children involved</li> <li>• Number of producers involved</li> <li>• Percentage of producers involved who haven't previously been involved in selling at market</li> <li>• Percentage of producers who would sell again</li> <li>• Average revenue collected from producers</li> <li>• Variety of produce on sale</li> <li>• Percentage of customers who have not shopped at a market previously</li> <li>• Percentage of customers who purchased items</li> <li>• Percentage of customer who would come again</li> <li>• Variety of connections customers have to school</li> <li>• Number of staff, pupils and volunteers involved in the market</li> </ul> | <ul style="list-style-type: none"> <li>• Revitalise local food economies through providing new markets for small local producers and new opportunities for city-dwellers to buy produce and meet the farmers.</li> <li>• Encourage community cohesion by providing an outreach after-school opportunity for the school to involve the community and encourage volunteers to support running/selling produce at the markets</li> </ul> |
| 'Spin-Off' Cooking and Growing activities | <ul style="list-style-type: none"> <li>• Number of curriculum based learning activities around cooking and growing</li> <li>• Number of extra-curricular activities around cooking and growing</li> </ul>   | <ul style="list-style-type: none"> <li>• Providing opportunities and awareness raising for new community enterprises and projects to emerge from the new connections and 'buzz' created by the markets</li> </ul>   |

| <b>Outputs</b>   | <b>Monitoring Source</b>                          |
|--|---|
| Number of markets held<br>Number of schools holding continuing to hold markets   | School questionnaire and follow up                |
| Number of children involved (usually we use the school roll)   | School roll and organising year group numbers     |
| Number of curriculum based learning activities around cooking and growing<br>Number of extra-curricular activities around cooking and growing  | Host school questionnaire                         |
| Number of staff, pupils and volunteers involved in the market  | Host school questionnaire                         |
| Number of producers involved<br>Percentage of producers involved who haven't previously been involved in selling at market<br>New businesses<br>Percentage of producers who would sell again<br>Average revenue collected from producers<br>Variety of produce on sale | Producer questionnaire and producer booking forms |
| Percentage of customers who have not shopped at a market previously<br>Percentage of customers who purchased items<br>Percentage of customer who would come again<br>Variety of connections customers have to school   | Market day customer questionnaire                 |

## **Breakdown of the different Aspects of Evaluation/Monitoring**

### **Specific Market Information**

In organising the markets a record of things like, how many producers are involved? And other particulars of the markets that could be interesting e.g. Theme, revenue for the school, from producers pitches and school stalls.

#### **'On the Day' School Questionnaire**

The document is to get a feel of how well the market has run from the perspective of the school. How much organisation was involved and if that was a manageable amount, how they could be supported better etc. Appendix 2

#### **Producers Questionnaire**

To be completed by those selling at the market, ideally on the day. Although if this isn't possible a follow-up phone Appendix 3

### **Customer Questionnaire**

To be completed on the day by a random sample of people visiting the market. This is aimed at understanding who is visiting and what they like/don't like – Appendix 4

### **Follow-Up School Questionnaire**

Asks the school about what has happened since

### **Monitoring and Recording**

#### **School Farm Market Monitoring**

This is essentially an excel spread sheet that needs to be updated after every market that happens – continual monitoring. It's basic but holds all the key info in one place.

#### **Producer/Customer Questionnaires**

Analyse answers and draw up charts based on the data to show achievement of outputs.

## **2.3 DESKTOP RESEARCH – REVIEW OF QUARTERLY LEADER REPORTS**

During the period of the project reports were submitted to Local Food on a quarterly basis to review progress against outcomes and budget. These were all extrapolated in relation to benefits and outcomes achieved, as well as identifying any unexpected outcomes or benefits.

## **2.4 LIMITATIONS AND CHALLENGES**

A review of project limitations and challenges throughout the period of the project.

## Findings

### 3.1 **OUTPUTS**

| Activity   | Outputs to be delivered                | Delivered                           |
|--|--|-------------------------------------|
| School Farmers' Markets  | 9 School Farmers' Markets              | <input checked="" type="checkbox"/> |
| <p>Sustainable Food Communities selected participating schools on the following criteria:</p> <ul style="list-style-type: none"> <li>located in village communities where there was poor access to good quality fresh local produce</li> <li>located in Peak District RAZ</li> <li>given the approval of Leader LAG group</li> <li>no local services such as shops</li> <li>on recommendation from stakeholders e.g. Leader LAG, Peak District National Park, Farming Life Centre, Peak District CVS contacts, Farming and Countryside Education, personal knowledge,</li> <li>researching school websites, ofsted and school approach to learning programmes</li> </ul> <p>The target was to recruit 3 schools in each area of the Peak District RAZ. One school that was initially recruited for the Derbyshire Dales – Longford Primary withdrew at Easter 2013 due to difficulties within the school community. They were replaced by Kniveton Primary. In order to get the 9 schools 20 were approached. Final participating schools were: High Peak Schools – Buxworth, Dove Holes and Hague Bar; Derbyshire Dales – Monyash, Brassington and Kniveton; Staffordshire Moorlands – Ilam, Manifold (Warslow), Waterhouses. By Oct 2013 12 markets had been held, with a further 4 planned for November and December 2013 and more in 2014.</p> |  |                                     |
| Average number of children developing SFM in each school   | 60 children (540 total)                | <input checked="" type="checkbox"/> |
| <p>Average of 65 children participated in each school. A total 591 against the target of 540. All of the participating schools are small by the nature of their location and generally the school consisted of either 2 classes (reception and yr1,2 and yrs 3,4,5,6) or 3 classes (reception yrs1 &amp; 2, yrs 3 and 4, yrs 5 and 6). In most schools yrs 5 and 6 coordinated the market activities with input from the other classes. In 2 of the Staffordshire schools where children go to middle school after yr 4, the yrs 3 and 4's coordinated the activities.</p>   |  |                                     |
| Volunteers supported in each school  | 4 volunteers in each school (36 total) | <input checked="" type="checkbox"/> |
| <p>An average of 5 volunteers/PTA supported the school farmers' market. This was mainly via producer knowledge, refreshments and baking/soup making, publicity and setting up the stalls.</p>  |  |                                     |

|   |  |                                     |
|---|--|-------------------------------------|
| Producers recruited   | 6 for each market (20 in total across all schools) | <input checked="" type="checkbox"/> |
| <p>Producers at each market ranged from 6 to 19! 42 different food producers and 15 craft. Producers were recruited from desktop research, local school contacts, Peak District farmers markets, stakeholder contacts. All of them were micro producers (1-4 staff) most were 1 person. 23% (13) were new businesses, 49% (28) were connected in some way to the school e.g. parents, friends of the school, 1 was Social Enterprise, 25% (14) regularly attend at least 1 farmers market a month, consequently 75% had not sold at a Farmers' Market before. None of the producers had sold at a School Market before. 29% of the producers sold at more than 1 of the SFMs. 96% of the producers said they would sell at a SFM again and said it was better than other sales routes as they were meeting the customer and enjoyed working with the children. Of the producers who would not, 1 was a cake maker and it clashed with what the school was selling, another was the social enterprise - an egg and curd producer who said they didn't sell enough to make it worthwhile. All the producers enjoyed the SFMs.</p> |  |                                     |
| Community members benefitting from each market  | 100 for each market (900 total)                    | <input checked="" type="checkbox"/> |
| <p>It was very difficult to be accurate in recording numbers at each market but a hand clicker was employed and on average numbers ranged from 65 – 150<br/>100% said they enjoyed the market.</p>  |  |                                     |
| Training sessions for each school and CPD   | 9 in total   | <input checked="" type="checkbox"/> |
| <p>Every school had an initial visit and this sometimes included just the Head Teacher or the whole staff. 9 schools had a workshop with the organising year group and volunteers, of these 5 also chose to have an assembly presentation. 5 had growing workshops. 2 came to a farm links cpd.</p> <p>Initial visit to discuss project :</p> <p>Monyash 08.10.12<br/> Brassington 09.10.12<br/> Buxworth<br/> Dove Holes 22.10.12<br/> Waterhouses 30.11.12<br/> Ilam 04.10.12<br/> Manifold 19.04.13<br/> Kniveton 23.05.13<br/> Hague Bar 26.10.12 06.06.13</p> <p>Deliver session to the pupils:</p> <p>Monyash 10.01.13<br/> Brassington 10.01.13<br/> Buxworth 01.03.13<br/> Dove Holes 15.01.13<br/> Waterhouses 02.05.13</p>  |  |                                     |

|   |   |                                     |
|---|---|-------------------------------------|
| <p>Ilam 06.06.13<br/>         Manifold 02.05.13<br/>         Kniveton 10.06.13<br/>         Hague Bar 11.06.13</p> <p>Additional Workshops Growing/Cooking, cpd, evaluation sessions<br/>         Monyash<br/>         Dove Holes 06.11.12<br/>         Brassington 26.02.13 15.10.13<br/>         Buxworth 05.04.13<br/>         Waterhouses 23.04.13 13.06.13 17.06.13<br/>         Ilam 08.07.13 12.07.13 15.10.13<br/>         Kniveton 28.06.13 23.07.13<br/>         Hague Bar 19.07.13 12.09.13</p> <p>Markets take place :<br/>         Monyash 14.02.13<br/>         Brassington 01.03.13<br/>         Buxworth 21.03.13<br/>         Dove Holes 16.04.13<br/>         Waterhouses 14.06.13<br/>         Ilam 10.07.13<br/>         Manifold 12.07.13<br/>         Kniveton 18.07.13<br/>         Hague Bar 19.07.13</p> |   |                                     |
| Public events to develop SFMs   | 1 in each cluster area with 30 people (3 total = 90 people) | <input checked="" type="checkbox"/> |
| <p>Due to the timings of the markets it proved very difficult to arrange a specific public event to develop SFMs further with schools, producers and members of the public attending. What we did do was follow up with schools and attend pre-arranged events in each cluster area e.g. High Peak- Great Peak District Fair, Staffordshire Moorlands - Leek Farmers Market, Derbyshire Dales - Ashbourne Farmers Market. Producers and consumers were asked specific questions with regard to the SFMs and how they could be developed. Other Derbyshire schools were asked about how SFMs could be further developed at 2 cpd and workshop events and as part of the evaluation of participating schools.</p>   |   |                                     |
| New services (social enterprises) developed   | 1 in each school = 9  | <input checked="" type="checkbox"/> |
| <p>All 9 schools plan to hold further school farmers markets. Some are more business enterprise focussed. 5 have already or have dates set to hold more by the end of Nov/Dec 2013. Another has already got a business enterprise in school 'Tummy Rumlbers' at Kniveton. Numbers of planned SFMs a year range from 1 – 4.</p>  |   |                                     |

## 3.2 **PRODUCERS**

Overall the project has been well received by the producers. A producer database has been drawn up and will be circulated to all schools and producers. Those producers who have not wanted to get involved mainly cited, resources; capacity; timing of markets; scale and sufficient existing customer base. Unfortunately some producers we were seeking to attract closed their businesses or changed their customer focus in the last 6 months of 2012.

Those that did get involved are the micro producers we hoped to target, those with links to the School, new businesses wanting an opportunity to promote their produce and producers with an interest in training and education.

Numbers of producers attending each market ranged from 6 to 19, 42 different food producers and 15 craft.

Producers were recruited from desktop research, local school contacts, Peak District farmers markets, stakeholder contacts. All of them were micro producers (1-4 staff) most were 1 person. 23% (13) were new businesses, 49% (28) were connected in some way to the school e.g. parents, friends of the school, 1 was a Social Enterprise. 25% (14) regularly attend at least 1 farmers market a month, consequently 75% had not sold at a Farmers' Market before. None of the producers had sold at a School Market before. 29% of the producers sold at more than 1 of the SFMs. 96% of the producers said they would sell at a SFM again and said it was better than other sales routes (internet) as they were able to meet their customers and enjoyed working with the children.

Of the producers who would not, 1 was a cake maker and it clashed with what the school was selling, another was the social enterprise an egg and curd producer who said they didn't sell enough to make it worthwhile (another meat producer also brought eggs on the day). All the producers enjoyed the SFMs. Fledgling businesses e.g. Holly's Peak Produce; The White Peak Herbal Soap Company; Brock and Morten Rapeseed Oil; Rachel's Muffins; Tricia's Preserves etc.

Farmers diversifying with farm shops and education visits e.g. Holly House Farm, Flagg; New House Farm, Wash; Sue Jackson from New House Farm will also deliver farming workshops to participating schools in the High Peak, prior to their markets, Neil Richardson Fernyford Farm and Manifold Valley Meats.

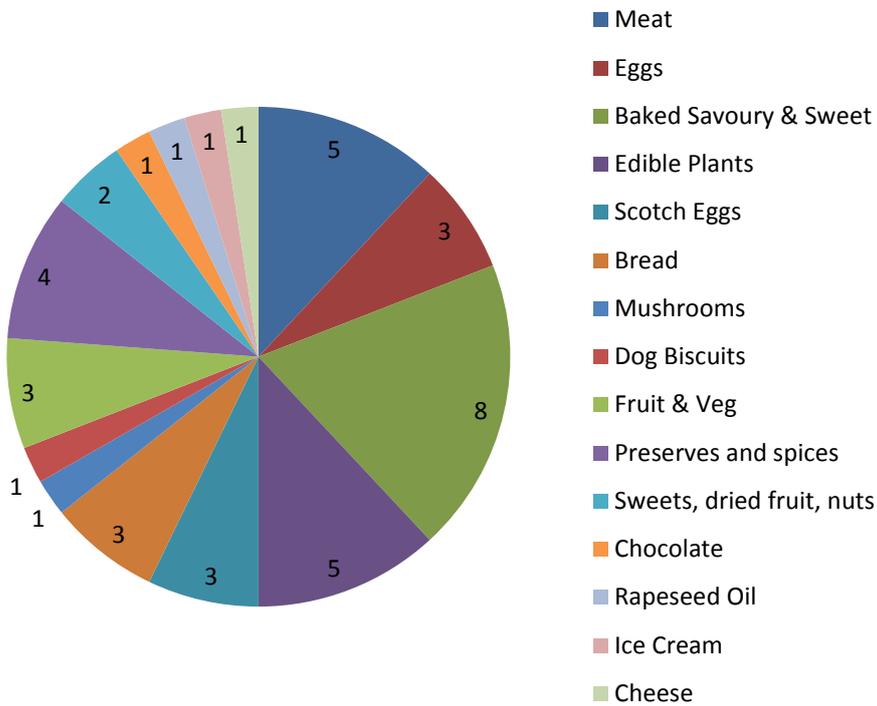
Other Social Enterprise Projects e.g. Good News Family Care, Charis House who are developing fruit and veg growing over 2013/14.

It was very difficult to get local fruit/veg producers to attend the SFMs at the appropriate time. We developed some links but they didn't always have capacity. Other producers we found it difficult to pin down were cheese – we had one producer who was able to make 1 of the markets and is booked in for another. Although we have since found another Staffordshire cheese producer. Again other issues were dates and perceived cost of attending to their business.

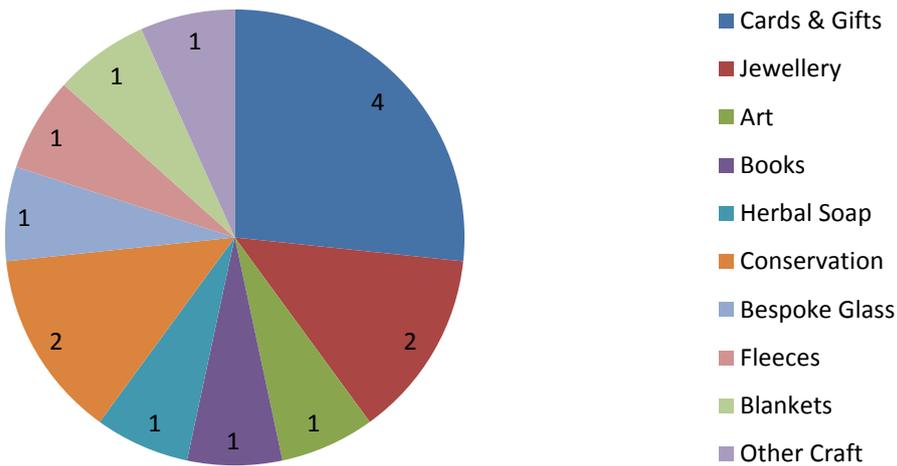
One producer commented:

*“Many thanks - the event worked out really well for us - I had a really enjoyable afternoon meeting you, the staff, children and parents. Everyone was so welcoming and friendly. Need to give a big mention to our helper Brodie - she was an absolute star in helping me set the stand up, finding and bagging up the products for customers, handing out the literature, while I was explaining the different flavours and providing tastings. Brodie was also good with her arithmetic helping me to check we were giving customers the correct change. Running our stall effectively is a 2 person task so Brodie's help was invaluable as I was on my own. Can you please pass our positive feedback and experiences back to the staff please. We are really looking forward to the next 2 events at Ilam and Manifold - Tricia was so disappointed not to be able to be at Waterhouses but is raring to go for the next ones! We hope you enjoy your products - thanks for your support!”*

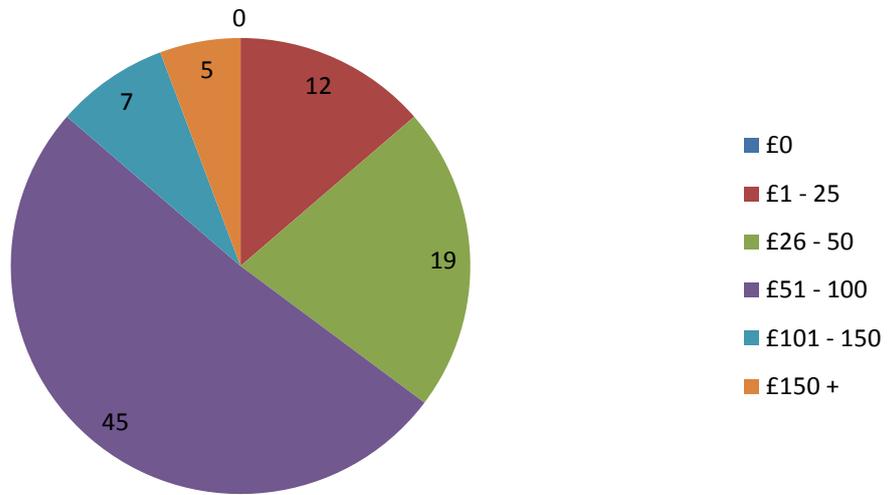
### Food Producers



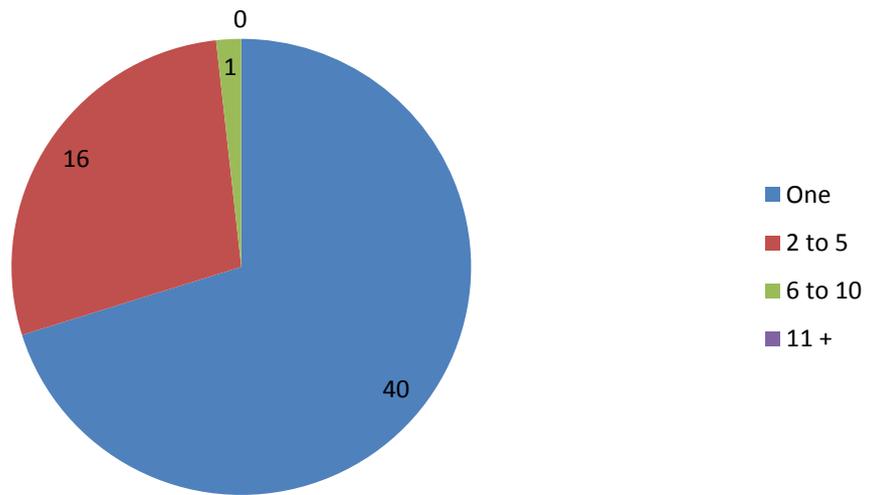
### Craft Producers

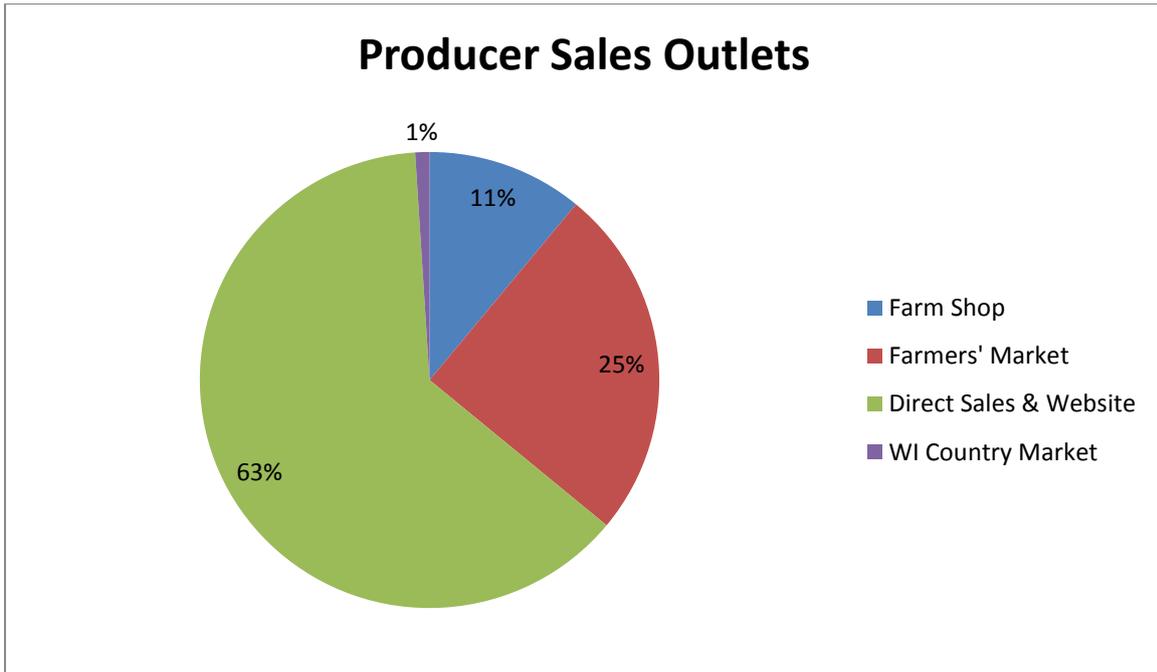


### Producers Average Daily Taking



### Number of markets producers sold at





### 3.3 **COMMUNITY**

Here is some of their feedback:

**Wonderful**

**Brill**

**Varied** !

**Superb**

**FABULOUS**

**Excellent**

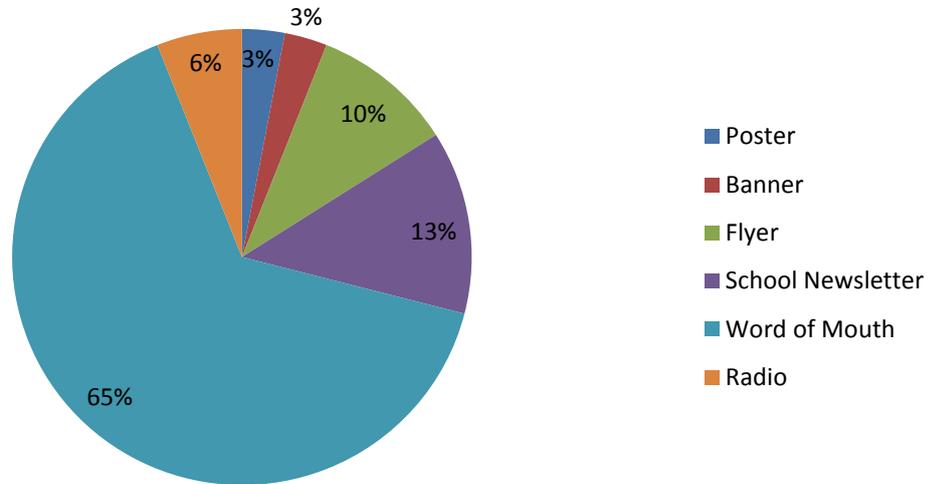
**Fantastic**

**Lovely**

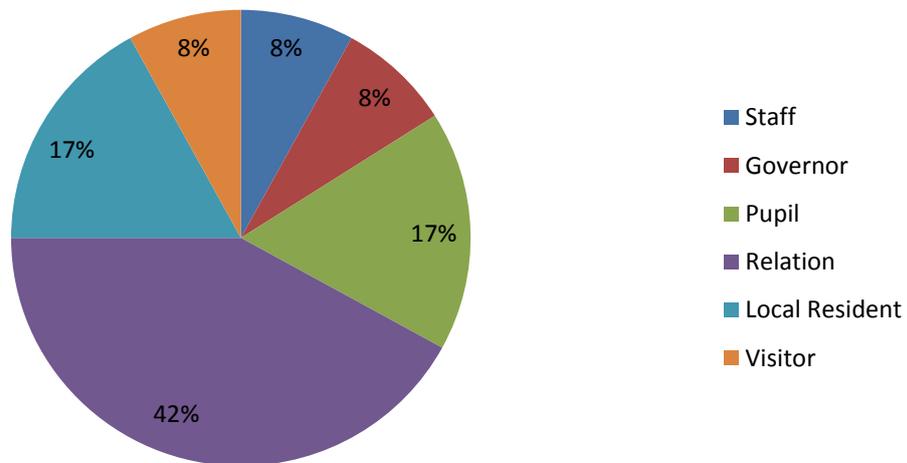
**Good Buzz**

**Professional**

## Marketing - finding out about the market



## Relationship to Host School



### Community Recommendations and Suggestions:

- More space – perhaps use the village hall
- Use church and village hall parking
- More fruit and veg
- Cheese please
- More seating
- Advance knowledge of stallholders
- More savoury snacks
- More bread

- More cold drinks
- Have it outside on a sunny day!
- Shade needed
- Have another at Christmas please, do another

Favourite stalls and products varied according to the market – of course the school stalls were popular but in particular gourmet scotch eggs, bread products, muffins and meat!

These sold out or nearly at all the markets. Herb and plants were also very popular.

Other Farmers markets that customers had been to were Wirksworth, Bakewell and

Ashbourne, 85% had been to a farmers market before.

A visitor said:

*“Liz, thanks for inviting me to the schools farmers markets, what a super project. I am very much enjoying the oilseed rape oil as well!”*

One parent said

*“It was a beautiful autumn day and a lovely way to start the half term break. The children were really enthusiastic about the whole event and worked very hard to make it a success.*

*There was a great variety of stalls and plenty of quality goods for people to buy. It went very well and was enjoyed by pupils, teachers, parents and the wider village community.”*

### 3.4 **PUPILS**

Evaluation sessions were carried out with the pupils and staff following the market.

Schools worked out net profit for their stalls.

The top tips that the pupils came up with were:

- Theme you event correctly
- Have a logo
- Have big attractive signs and advertise it well
- Variety of stalls
- Have enough stock
- Be friendly and talk/listen to your customers
- Be happy

The things they enjoyed most about the School Farmers’ Markets were:

- Team work

- Helping the Producers
- Sampling the products!
- Making money

### 3.5 **TEACHERS FEEDBACK**

- The behaviour and confidence of some pupils drastically improved as the project captured their imagination and they were able to excel at something different.
- Children who already had farm and produce knowledge gained great respect from their peers.
- The School Farmers Market project, involved the children in collaborative working, sometimes with other pupils they would not normally work with!
- Staff used the School Farmers Market creatively across the curriculum and year groups and were able to link it to previous work that had been covered e.g. fair trade. Work was displayed on the day of the market to demonstrate their work.
- This is a fantastic opportunity for the children to work with real businesses, understand customer service and the work that goes into producing a product and earning a living from it. Our school is a part of group of schools across Derbyshire championing enterprise through all aspects of learning.
- The children really enjoyed it and were delighted with the money they raised.
- I thought Thursday was amazing; I was very proud of my class. Several people have asked when we are doing the next one!
- “This was a hustle and a bustle - lots of stallholders - lots of visitors and great team work from Class 4. Well done. The stallholders gave us positive feedback and were pleased that we were planning another market later in the year. Class 4 helped set everything up, ran the school stall, gave out questionnaires to our buyers and sellers, helped with meeting and greeting and were generally extremely helpful. We couldn't have done it without you. We raised over £100 for funds but more importantly made some special contacts with local community producers.
- The classes are busy organising themselves into 'teams' and are getting very creative with their designs for the posters and flyers. The Finance team are busy plotting 'profit and loss' graphs, and receipt books, and the Distribution team are putting together lists of places to leave posters, flyers etc. So all very exciting and positive.
- We enjoyed every minute of it. During our evaluation of the school year the pupils placed the market as 1 of their most interesting and productive activities. We were lucky to have great support on the market which will help us when we got it alone with our next market. It takes a lot of organisation and planning – a tick list of things to do would be useful and also a list of local providers and magazines/places to advertise would be useful. Thank you for all your support.
- Hard to find anything negative to say or ways in which it could be improved - it has been a great experience, but maybe manage the files and support materials online on a PBWorks or some other free file sharing programme.
- We certainly all got lots from the whole project.
- This new venture was a huge success and attracted many people from the village. A certain project for the future.

- Some members of the local community had not been to the school before so the project made them feel welcome and we have had offers of extra support
- Community and parental involvement in the School Farmers Market provided a positive opportunity for building bridges with the local and wider community, which has suffered in recent years.
- The project gave the pupils a creative opportunity to learn about the local area, local food, sustainability and enterprise. I knew we had got there when one of our yr4 pupils came up with “fresh local produce the only way to eat” as part of the logo competition.
- The pupils were able to meet and help a wide range of local producers, enabling them understand just what it takes to get the food they eat onto their plate.
- The project has brought the whole school together.
- Increased links with producers and the local community. They were able to ask questions about the production of their food, or how to prepare and store it, and to obtain truly informative responses.
- We were able to base our whole terms work around the theme of “You are what you eat” and do some really good work around sustainability
- So many people said they didn’t realise how many local small producers there were.
- We have been approached by a food box scheme that wants to expand and to see whether we could be a drop off point or whether there was somewhere else in the village that would be as good.
- We see the new curriculum as really exciting and a great opportunity to incorporate work on ore farmers markets.

### 3.6 **SCHOOLS SUMMARY**

|  | School Roll Beneficiaries | Market Date | Children assisting at farmers market | Cookery within the school for project | Growing within the school for project | Volunteer hours | number of producers attending event | producer takings | School takings   | Total sales for local economy | number of markets ran to Nov 2013 |  |           |  |                  |  |                         |
|--|---------------------------|-------------|--------------------------------------|---------------------------------------|---------------------------------------|-----------------|-------------------------------------|------------------|------------------|-------------------------------|-----------------------------------|--|-----------|--|------------------|--|-------------------------|
| Monyash.   | 49                        | 14/02/2013  | 18                                   | yes                                   | yes                                   | 33              | 8                                   | £ 600.00         | £ 347.00         | £ 947.00                      | 1                                 |  |           |  |                  |  |                         |
| Brassington  | 46                        | 01/03/2013  | 18                                   | yes                                   | yes                                   | 20              | 10                                  | £ 750.00         | £ 160.00         | £ 910.00                      | 2                                 |  |           |  |                  |  |                         |
| Buxworth   | 84                        | 21/03/2013  | 28                                   | yes                                   | yes                                   | 20              | 9                                   | £ 575.00         | £ 150.00         | £ 725.00                      | 1                                 |  |           |  |                  |  |                         |
| Dove Holes   | 70                        | 16/04/2013  | 26                                   | yes                                   | no                                    | 32              | 6                                   | £ 550.00         | £ 150.00         | £ 700.00                      | 3                                 |  |           |  |                  |  |                         |
| Waterhouses  | 64                        | 14/06/2013  | 16                                   | yes                                   | yes                                   | 36              | 7                                   | £ 525.00         | £ 180.00         | £ 705.00                      | 1                                 |  |           |  |                  |  |                         |
| Ilam   | 56                        | 10/07/2013  | 16                                   | yes                                   | yes                                   | 30              | 10                                  | £ 900.00         | £ 477.00         | £1,377.00                     | 2                                 |  |           |  |                  |  |                         |
| Manifold   | 71                        | 12/07/2013  | 18                                   | yes                                   | yes                                   | 300             | 10                                  | £ 875.00         | £ 146.00         | £1,021.00                     | 1                                 |  |           |  |                  |  |                         |
| Kniveton   | 75                        | 18/07/2013  | 25                                   | yes                                   | no                                    | 40              | 19                                  | £1,000.00        | £ 180.00         | £1,180.00                     | 1                                 |  |           |  |                  |  |                         |
| Hague Bar  | 76                        | 19/07/2013  | 15                                   | yes                                   | yes                                   | 30              | 9                                   | £ 675.00         | £ 220.00         | £ 895.00                      | 2                                 |  |           |  |                  |  |                         |
| <b>Total</b>   | <b>591</b>                | <b>9</b>    | <b>180</b>                           | <b>9</b>                              | <b>7</b>                              | <b>541</b>      | <b>88</b>                           | <b>£6,450.00</b> | <b>£2,010.00</b> | <b>£8,460.00</b>              | <b>14</b>                         |  |           |  |                  |  |                         |
| On average producers make £50 - £100 per market, schools average £223. Figures relate to first market date   |                           |             |                                      |                                       |                                       |                 |                                     |                  |                  |                               |                                   |  |           |  |                  |  |                         |
| <table border="0"> <tr> <td style="background-color: yellow; width: 20px;"></td> <td>High Peak</td> </tr> <tr> <td style="background-color: lightgreen; width: 20px;"></td> <td>Derbyshire Dales</td> </tr> <tr> <td style="background-color: red; width: 20px;"></td> <td>Staffordshire Moorlands</td> </tr> </table> |                           |             |                                      |                                       |                                       |                 |                                     |                  |                  |                               |                                   |  | High Peak |  | Derbyshire Dales |  | Staffordshire Moorlands |
|  | High Peak                 |             |                                      |                                       |                                       |                 |                                     |                  |                  |                               |                                   |  |           |  |                  |  |                         |
|  | Derbyshire Dales          |             |                                      |                                       |                                       |                 |                                     |                  |                  |                               |                                   |  |           |  |                  |  |                         |
|  | Staffordshire Moorlands   |             |                                      |                                       |                                       |                 |                                     |                  |                  |                               |                                   |  |           |  |                  |  |                         |

### 3.7 **INDIVIDUAL SCHOOL REPORTS**

#### **Monyash Church of England (V.C) Primary School 14<sup>th</sup> February 2013**

The first School farmers Market was held on the 14th February at Monyash Primary. The Ofsted inspector even attended the market! Oliver Wright is their part-time Head Teacher and he was very keen to take part in the project. Citizenship and community are very important to the school and they have good links with local organisations such as Wildlife Trusts and National Trust. The children are taught in 3 mixed year, mixed ability classes. They had their education workshop for class 3 (yrs. 5 & 6) at the beginning of January, preceded by an assembly for the whole school. They planned the date for their market to coincide with the end of their Arts week and have a Valentine theme. The pupils regularly run a café for parents and the local community so were really experienced in this area. There was a logo competition and posters were designed incorporating the winning design. The school displayed their curriculum work for visitors to the market to see. The whole school were involved and the infants made some beautifully decorated pots of bulbs for the



market. A local fudge maker came in and did a workshop with the pupils. The results of which went on sale at the market. Snow the day before caused panic and there were phone calls into the night assuring producers that it would still take place as a thaw was predicted by the weatherman the night before! There was a map with lines to producers to show where they were from. The event was very well supported by the community and the school had 7 producers (4 were connected with the school), plus their own stalls and cafe. Produce included gourmet scotch eggs; eggs; meat, sausages, gammon and bacon, lots of sweets, biscuits, cakes and pastries; herbs, primroses and bulbs; herbal soap; valentine cards etc. See <http://www.youtube.com/watch?v=sKvz7jOral4>

Pupils also dressed as French waiters, the café had some fabulous soup made by a parent, had a raffle (donated prizes) and ran a face painting stall to keep the younger pupils entertained. The school made an astounding £347 profit, not bad for a school role of 49. The Ofsted inspector turned up the day before and day of the market and this took up the focus of the Head and his deputy who was the main co coordinator for the market.

They did however mention the market in their report:

*“Pupils of all ages enjoyed the activities they were involved in preparing for the ‘farmers market’. Older pupils had decided to hold this on Valentine’s Day and been involved in some of the marketing for the event. Pupils prepared craft items to sell, designed posters and worked as helpers on the day, showing high standards of behaviour and well-developed social and cultural awareness. Pupils worked alongside producers from the community to make an event that pupils of all ages and the community enjoyed.”*

It is a very small school (they have lunch in the village hall) and it was very well attended by parents and villagers. As a consequence it was a bit tight on space and this was highlighted in the feedback from customers attending. Suggestions were made that it would be good to hold it in the village hall next time.

Although no photographer attended it was reported in the Matlock Mercury, Derbyshire Times and News and twittered.

The school plan to hold another market in spring 2014. They are a Food for Life Partnership School.

### **Brassington Primary School 1<sup>st</sup> March 2013**



Brassington totally embraced the project and were keen to take part as it fitted well with other programmes they take part in such as Eco Schools and Forest Schools as well as their growing activities. The Head teacher Rachel Bolton said: *“The scheme is really important to help pupils realise where their food comes from and develop new business enterprise skills.”*

The school decided to hold a St David’s Day theme as it was being held on the 1<sup>st</sup> March. Although the Head was worried no one would come and it may be snowy, it turned out to be a lovely spring day with some stalls even being outside! The market was really well attended by parents and villagers alike. Junior 2 at the school had their education workshop at the beginning of January which introduced the idea and generated lots of discussion.

The children were carrying out a creative writing 'journalism' project and wrote to us after the workshop to thank us and feed back some of their ideas for the market. Prior to the market the school had a creative week that totally focussed on preparing for the market. A growing workshop was held with the infants so they could prepare their own produce for the market – sow and grow kits with mixed salad seeds and pots of daffodil bulbs. Junior 1 and 2 baked and made Mother's Day cards, bookmarks and limerick books. Logos were designed and giant ones put up on the day!



On the day pupils had planned where stalls/producers were going to be located and a plan was produced. Pupils were allocated to meet and greet producers and to help them unload and set up their stalls and produce. A rota was produced with all jobs that needed to be done. They all had badges to identify which stalls they were helping on. School staff and volunteers manned the café area. They had 10 stallholders, 6 food (Derbyshire Mushrooms, Pigs Tale farm shop with lots of meat produce and eggs,

The Pudding Room, Holly's Peak Produce with her gourmet scotch eggs, The Loaf from Crich with bread and other baked goodies) and plants (Catherine's Green Farm with herbs, primulas, daffodils and shrubs) and 4 craft (White Peak Herbal Soaps, Artist Nancy Ferrett, Cedarhill Designs jewellery and Housley and Co Homewares). Three of the craft producers were linked to the school and the farm shop also. One of the pupils helps out on the farm and has his own flock of hens.

A parent turned up with an unexpected cockerel and logs to sell with proceeds to the school. The cockerel quickly disappeared!

Since the market they have also signed up to the Food for Life Partnership.

Feeding back, Rachel Bolton the Head Teacher at Brassington said *"We enjoyed every minute of it. During our evaluation of the school year the pupils placed the market as 1 of their most interesting and productive activities. We were lucky to have great support on the market which will help us when we got it alone with our next market. It takes a lot of organisation and planning – a tick list of things to do would be useful and also a list of local providers and magazines/places to advertise would be useful. Thank you for all your support."*

There was excellent press coverage on the day with a local reporter Lynn Shepherd taking lots of pictures and Catherine Rawas who organises the Matlock Farmers Market there interviewing pupils and stallholders for an article in the summer edition of Taste the Seasons Magazine.

The school invited some of the producers to a May market and plan another market for 14th March 2014.

Profits from the day have gone to supporting the growing area and activities. Curriculum areas covered included: numeracy; literacy; ICT; citizenship and PSHE; science and design and technology. One of their staff attended a Farm Links CPD in October 2013 and fed back to potential FFLP schools, which are planning to hold markets in spring 2014 in the Long Eaton area of Derbyshire.

The school was approached on the back of publicity after the market to see if it would be possible for them to be a drop off point for a food box scheme based near Matlock.

## Buxworth Primary School 21<sup>st</sup> March 2013

Buxworth has the largest number of pupils of the schools taking part in the project. Currently they are taught in four class groups Class 1 (reception and yr. 1), Class 2 (yrs. 1 and 2), Class 3 (yrs. 3 and 4), Class 4 (yrs. 5 and 6). They are a silver eco school and have keen cookery and gardening clubs. They are also one of the Derbyshire schools taking part in Derbyshire Ready; it is a national campaign to create a culture of enterprise in education. The 'Are You Ready' campaign calls on the government to make enterprise and entrepreneurship a key part of every young person's education, part of teacher training and development and part of the Ofsted inspection framework for schools and colleges.



'Are You Ready?' is about inspiring every teacher, Head Teacher and every school, college and university to work with us, parents, employers and entrepreneurs to transform the educational experience of young people.

<http://www.readyunlimited.com/news/headteachers-to-make-derbyshire-hotbed-of-pupil-entrepreneurs-2/>

The Head was keen to be the main contact and in charge and to use the market planning as part of her work with class 4. They had their education workshop earlier but changed the timing to be on the 1<sup>st</sup> March, which left planning time a bit tight for the market on the 21<sup>st</sup> March and difficulty in booking all the food producers they would have liked due to prior commitments.

On their own stalls they had herbs and plants they had grown in their garden, herb quiz and cakes and biscuits pupils and parents had baked, as well as their café area. They had 9 local producers, 4 food (meat and eggs, preserves and cakes, eggs and curd, dog biscuits), and 5 craft (silk scarves and necklaces, conservation, books, herbal soaps and cards and art) four of which were linked to the school. Pupils took charge of photography and questionnaires.

There was a lot of attention on the weather leading up to the market and on the day, which was quite distracting – bad snow was forecast and the school expected to be closed the next day. It was and it was the worst snow in this area for years.

The Head Teacher Lesley Hartley said, *"This was a hustle and a bustle - lots of stallholders - lots of visitors and great team work from Class 4. Well done. The stallholders gave us positive feedback and were pleased that we were planning another market later in the year. Class 4 helped set everything up, ran the school stall, gave out questionnaires to our buyers and sellers, helped with meeting and greeting and were generally extremely helpful. We couldn't have done it without you. We raised over £100 for funds but more importantly made some special contacts with local community producers. Many thanks to Liz Woodward from the Soil Association who guided us through the whole process. Thank you to everyone who supported us."*

On evaluation it was agreed the school needed:

- A longer lead in time was needed and whole school involvement, rather than just one class
- More organisation and help for the producers on the day
- Better local advertising and marketing to get the attention of the press (although there was some tweeting)

Since the market the gardening club have had a stall for Harvest Festival from which they sold produce from their growing area and plants they had potted earlier in the year. The Friends of Buxworth (FOBs) are keen to support the next market.

One of the governors, who also happens to be married to a local farmer is exploring the possibility cluster schools getting together to run a stall at their local Farmers Market in Whaley Bridge on a regular basis.

### **Dove Holes C of E Primary School 16<sup>th</sup> April 2013**



This school really embraced the idea of having a School Farmers Market and had a staff meeting with the project coordinator to discuss the ins and outs of the market and how it could fit with what they were doing in school. The school have a great relationship with their local community with lots of mutually supported events. A concern was when to hold the market and although keen to have one before Christmas 2012 they thought it would be better in the spring (April 16<sup>th</sup>) due to possibility of snow causing disruption and cancellation (which had happened before). The school had workshop sessions in November and again in January with class 3 – there was no shortage of ideas or enthusiasm! It was decided that the market would have an Easter theme. The main issue regarding organisation was where the producers would park and unload as the school is right on the A6. The church next door came to the rescue and producers who could not fit into the front playground, parked in their car park.

The whole school were involved. Class 3 were interviewed by High Peak radio before the market and I am sure this lead to the rush of customers on the day. The school had a café run by the PTA and assisted by pupils. The school stall had lots of baked goodies and decorate your own cake area. Pupils also had name the farmer – one of the parents had knitted a farmer and an Herb Quiz. The pupils and local church ran an activity room to keep the younger children entertained while their parents shopped – they had apple and carrot noughts and crosses, colouring (pictures were going to be displayed in church on Sunday) etc. There were 6 stalls on the day; another had cancelled due to illness and another due to a family crisis! There was a local farmer with meat and eggs, a social enterprise with eggs, curds and cards, homemade dog biscuits, cakes and preserves, plants and a fabulous baker, who sold out.

The reception and infants went round the market before it opened so they could show their parents what was available when they were collected. It was really well attended by the local community and staff from local businesses – there was a great buzz even though there were less stalls than the other markets.

The local paper the Buxton advertiser came and interviewed pupils and producers and did a great article the following week.

Jenny Allin the Head said *"This new venture was a huge success and attracted many people from the village. A certain project for the future."*

Eric Laot from Bread Connections commented on his Facebook page *"Amazing welcome at Doves Primary School this afternoon. The children were managing the event, and I was very impressed by the organisation and the way the teachers and staff just let the kids get on with it! As soon as I put a foot out of the van I was taken care of: "Signing in first", then "Name badge", then direction "the stall". Then an army of volunteers then helped me with the offloading of the bread trays. At 3: 20, there was a massive rush of public but luckily I had 3 little helpers who helped at the stall. Just as well, there is no way I could have coped without them! Great community work. Smiles all around."*

Ofsted came in between the workshops and the market day. The school went on further to have some of the producers at an event in June and are hosting another market on 21st November 2013. The PTA has taken on the booking of producers. Another church in the village was also interested in hosting a farmers market to coincide with their luncheon club.

### **Waterhouses C of E (VC) Primary School 14th June 2013**

This together with Manifold was perhaps the school that needed the most support and also one that was worried about the amount of community support they would receive due to previous experience of the school when running community events. The other worries were due to the nature of the Staffordshire School system with children being younger as they go up to middle school at yr4 and quite a large proportion of children being bussed to school. Also both schools with smaller rolls are old middle schools with loads of space and big halls to fill!



However against this the market was great and there was a good atmosphere in the hall. All the producers were happy.

The day before the market we supported a cooking and growing preparation afternoon with the lead teacher and their garden club coordinator and year 3s and 4s. They made two types of biscuits for their stall and labelled up herbs and salad pots they had grown. They also had cakes made for their fathers assembly they had the same day. They also made name badges for the producers and helpers. They were very excited. There was building work going on at the time of the market.

On the day we had 7 producers (6 of whom were new to SFMs). We had also been in touch with Sue Prince ref. Staffordshire Producers as well as Ashbourne Farmers Market and other local contacts. One local lady with eggs failed to show and the meat producer withdrew at the last moment. One of the recurring challenges to date had been getting a fruit/veg producer who was local. However the school had plenty of salad crops they had grown. Other producers were Camaya Chocolates, Rachel's Muffins, Taste of the Moorlands, Brock and Morten Rapeseed Oil, Thurstaston Herbs, White

Peak Herbal Soaps, Tricia's Preserves. The school had a cake stall, plants and fruity fizz drinks. Other refreshments were run by the School PTA.

Sarah Gayton from Taste of the Moorlands made a short film interviewing teachers, the SFM Coordinator and members of the community. She is very keen for schools to share a stall at Leek Farmers Market on a regular basis.

<http://m.youtube.com/watch?v=Ud923zYv4sU>

*"It had been generating interest on twitter and we got a few links in Australia would love to follow up with program and the schools. You never know where it may lead plus school teacher in Stafford watched it and told me to pass on regards.*

*Also really think the program should look at getting stalls at next year's Stafford Show as it would be inspirational to get young people in selling their products!!! Massive thanks Sarah Gayton"*

After the day from the school:

*"This is just a note to say thank you for a great event on Friday.*

*The children really enjoyed it and were delighted with the money they raised. (amount not quite counted up yet but it was a lot!)*

*I was so busy tidying up at the end of the event, I didn't get a chance to say thank you properly to yourself or the other stall holders.*

*Is there any chance you could pass on our thanks to them on our behalf.*

*Thank yoooooooo!!!!"*

Anne Lockey and Ann Duffy - Head and Yr3/4 Class Teacher

*"Many thanks - the event worked out really well for us - I had a really enjoyable afternoon meeting you, the staff, children and parents. Everyone was so welcoming and friendly. Need to give a big mention to our helper Brodie - she was an absolute star in helping me set the stand up, finding and bagging up the products for customers, handing out the literature, while I was explaining the different flavours and providing tastings. Brodie was also good with her arithmetic helping me to check we were giving customers the correct change. Running our stall effectively is a 2 person task so Brodie's help was invaluable as I was on my own. Can you please pass our positive feedback and experiences back to the staff please.*

*We are really looking forward to the next 2 events at Ilam and Manifold - Tricia was so disappointed not to be able to be at Waterhouses but is raring to go for the next ones!*

*thanks for your support! Best wishes Tricia & Chris"*

**Ilam C of E (VA) Primary School 10th July 2013**

Ilam Primary totally embraced the whole project and worked closely with the SFM Coordinator. They had a theme for the summer term 'You are what you eat' and based all their work around this. They

had their workshop on the 6th June, an assembly for the whole school and then an hour with the year 5/6s. One of their office staff married to a local farmer was also full of ideas. Sue Prince from Beechenhill was also supportive. Rosie Wilson the teacher coordinating the SFM was given extra time by the Head to prepare. We procured some different chutneys for them to try during a tasting session as it turned out very few had ever tried it! The school were redesigning their growing area and were hoping to get this ready in time for their market, which they did and had planted a fabulous herb garden. All of the school wanted to contribute to the market so we held a growing workshop with the infants to prepare 'sow and grow' pots to sell (Basil, Coriander and mixed salad leaves).



On the day we had 10 producers - 5 of whom were new to School Farmers Markets and linked to the school. It was the first market to be held outside! We were a bit worried about the chocolate though. There was a producer list with food miles at the entrance to the market and evaluation sheets on the school board.

Brock and Morten with rapeseed oil, White Peak Herbal Soaps, Sarah Gayton from Taste of the Moorlands forgot and double booked herself! Tricia Preserves, Rachel Slyfield with her muffins and Thurvaston Herbs was replaced by a parent selling plants as her car broke down, Colin from Staffordshire Gourmet Eggs, Camaya Chocolate, Phillipa Stupples plants, Manifold Valley Meats (a parent who sold out and as a result is considering selling retail locally again!) Glass at the Barn from Tissington and Hope Valley Ice Cream sold by the school on behalf of the producer.

The school had a cake stall, PTA refreshments, lemonade, scarecrows, herb quiz, sow and grow pots and a penalty game to keep the boys happy!

It was great to have Leader represented there to see a SFM in action. We also had Angela Bebbington from the Food for Life Partnership who wanted to see one in action to see how they fitted with the schools she is working with in Long Eaton. We had invited Richard Godley and Lindsay Allen PDNPA and Ann Welsh Eco Schools but they were unable to attend.



It was well attended by the local community and visitors.

We tried a slightly different evaluation method with a chart and stickers. An evaluation session on the 12th with the pupils, showed that overall they loved the teamwork and helping the producers.

A short film of the event was produced and has since been shown at various training events to other schools to whet their appetites.

Their Head and one of their staff attended a Farm Links CPD in October 2013 and fed back to potential FFLP schools, which are planning to hold markets in spring 2014 in the Long Eaton area of Derbyshire. They also have good local farm links and talked about how they integrate this into their curriculum.

They held another market on the 24<sup>th</sup> October and plan more next year.

### **Manifold C of E Primary School 12th July 2013**

Another hot sunny day but sensibly the event was held in the school hall – much cooler. Michelle Hawley the yr3/4 teacher coordinating the school side was excellent and very organised. They had their workshop back in May and used the time wisely in planning and growing the most amazing amount of plants for one of their stalls. Despite extensive building work at the school just finishing and the number of children bussed in the event was very well supported by the local community.



The school had lost their community links to some extent in the past and the new Head was hoping that this event would start to forge new ones. The school ran a logo competition and the pupils did some great posters with the chosen 'carrot' logo on which were distributed around the villages. They also came up with a great strap line – 'fresh local produce, the only way to eat'.

The school had a plant stall plus a water stall as they theme for the summer term had been water. The PTA did the refreshments. There was a list of producers attending and food miles at the

entrance to the market.

Overall we had 10 producers of these 3 were new to School Farmers' markets. Those new here were Sandra Mycock a parent who sells veg and eggs, Neil Richardson also a parent from Fernyford Farm with his meat and honey (he has also had Leader funding) and Simon from Curry Box in Leek with his own spice mixes, chutneys and samosas. We also had Rachel's Muffins, Taste of the Moorlands, Brock and Morten, White Peak Herbal Soaps, Tricia's Preserves, Staffordshire Gourmet Eggs, Glass at the Barn, Phillipa Stupples. The chocolate producer stayed away in case of chocolate meltdown.

Neil especially bought a second hand refrigeration display unit for the day, as he hoped to do more local shows. He made £275 on the day.

After the day the school did an evaluation session with the pupils and they sent a copy of their evaluation scrapbook to the coordinator.

Michele Hawley teacher of the Owls (yrs. 3 & 4) said *"I hope Manifold will continue with the markets. Thanks for your support."*

Julia Cook from the farming Life Centre attended. She had been very supportive initially in giving advice ref. schools and producers.

The children chose to donate all their profit to water aid.

### **Kniveton (C of E) Primary School 18th July 2013**

Kniveton Primary School replaced Longford Primary and held their workshop on the 10th June. The coordinator of the Ashbourne Farmers Market is a parent at this school and gave her contact list to the school – the Head was very keen for the pupils to contact producers as much as possible as part of their learning. They already have a business in school called the 'Tummy Rumlbers' and make



cakes on a weekly basis to sell to everyone and have a 'works outing' with their profit at the end of the school year. The week before the market the children had a session to feed back on their progress. The school did really well but needed a little bit of gentle reigning in as they were in danger of inviting every producer they had a contact for! It was a good job it was a sunny day and it was held on their sports field, although we could have done with more shade.



They had 19 producers on the day (13 of which were food and the rest crafts) 11 were new to School Farmers Markets. Pigs Tale Farm Shop decided not to come on the day due to the heat. We also lost the herb nursery due to transport issues. Many local producers in the village responded to their leaflet drop and requested stalls, aside from those linked with Ashbourne Farmers market. It was great because a local veg grower who had just started his business had a stall.

Friends of Kniveton ran a café and each class had a stall:

Class 1 Cress egg heads and egg sandwiches; Class 2 smoothies and veg; Class 3 cakes, shortbread, cheese straws and marmalade.

The market lasted well over 2 hour as people kept on coming!

Very sadly at the start of the autumn term the Head had a family tragedy so we have not done any more follow up work with the Head or school as they needed some space. They do plan to hold regular markets though and on their school website they said:

*"In July this year, for the first time, Kniveton School organised a "Farmers' Market" for local traders and school parents/village residents to sell their local produce. The event was organised and run by Class 3 and Mrs Board, and was a great success."*

### **Hague Bar Primary School 19<sup>th</sup> July 2013**



A bit of a Pirate theme there was the leavers assembly at lunchtime before the market, so all parents were there. It was great all staff and pupils dressed as pirates. This is one of the primary schools who are involved with the Derbyshire Get Ready Business Enterprise project. Jane Parker, Teaching, Learning and Assessment Consultant from Derbyshire Advisory & Inspection Service came and as a result invited us to do a presentation in October on the project at one of their training meetings. Bobbie Harvey from Farming and

Countryside Education also came to see a market in action.

The school had their workshop on the 11th June. One of the stars of the show with some great suggestions was one of their pupils who can be disruptive but who connected with the whole project.

There was some major building work going on at the school and the market date gradually got moved back to the last week of term due to this and an Ofsted inspection.

Another very hot day and the market was held outdoors, but luckily there was enough shade for all the stalls. There were 9 producers, 3 of which were new to School Farmers' Markets. Our meat producer forgot due to haymaking!!

We had Bread Connections, Rachel's Muffins, White Peak Herbal Soaps, Messie Bessie, Brock and Morten, Glass at the Barn and newbies Kinder Jam, Pats Pies, Pink Potato. Finally we had some more veg and fruit which went down a storm. Rachel sold out of her muffins by 3pm for the second day in a row! Brock and Morten Oil couldn't be there on the day but the school sold the oil on the producers behalf and were allowed to keep profit made on top of the trade price.

The school had made some fudge – which had to be kept on ice to stop it melting! They also had some plants and local free range eggs from a producer near the school. They also did the refreshments and had some Pirates grog for sale (fruit punch to those non pirates).

The pupils had done some wonderful silk printing, setting out what they thought were the most important skills about business enterprise and these were displayed on the school fencing while the market was on.



The school are already planning their Christmas market on the 6<sup>th</sup> December 2013.

### **Other School News**

Longford were due to have their market on the 24th May but pulled out at Easter due to serious staff and pupil illnesses. The Head is still very keen and would like to run a market in the future when things are back on a more even keel. Elton Primary which is going to be a small school case study will run one in 2014.

Kniveton Primary School an Ofsted Outstanding School replaced Longford and are ran a market on the 18th July. A parent had seen the press regarding the market held at Brassington and thought it would be ideal for Kniveton. The Head was keen and subsequently dates set.

### **3.7 LIMITATIONS AND CHALLENGES**

Due to the good publicity we received when we were in the development phase of the project, we were approached by several schools that wished to participate but we had to explain that we did not have the resources as part of this project to do so. This was partly due to their locality, as one of the main selection criteria was schools within villages that had no local services, being in the Peak District RAZ and working with a maximum number of three schools in each district of the RAZ. For those schools that met the selection criteria and were approached, some did not want to take part due to capacity issues and for some it was not a priority for them, other simply did not respond.

A major factor in the development phase was the reluctance to set a farmers market date in the autumn term due to already having plans set for that term and also a worry based on previous years

weather – snow and having to cancel the market and all that entailed. Subsequently it was decided that time was best spent in the development phase selecting participating schools and carrying out the initial meetings and some workshops and developing a producer database.

This made it difficult to have a cluster of 3 schools in each district running their markets all in the same term. Staffordshire we did manage all in the summer term.

Another challenge was Ofsted following the project, no sooner had we selected schools and started work with them that Ofsted inspected. In addition several of the schools were told they were going to have major building work/maintenance after they had set market dates. We then had to work around this to ensure the correct level of Health and Safety.

More work than expected was needed at the front end of the project to engage with producers and get commitment to the project. As a result many of the producers involved with this project were new businesses, those that were on waiting lists for established farmers markets, businesses wishing to diversify more e.g. farmers who sold wholesale wanting to establish local retail opportunities.

### **3.8 UNINTENDED OUTCOMES AND BENEFITS**

Teachers reported that they had observed pupils listening to producers and then doing a far better job of ‘selling’ the product to the customers and this in itself gave confidence to the producer, who started to engage more with the customers themselves. This was especially true of some of the new producers who did not have any specific selling experience.

School staff are keen to identify the skills, attitudes and knowledge needed by pupils in different areas of enterprise and through the project, track improvement in those areas. Schools are keen to work with us in further developing this area of work.

Producers are networking with other with regard to produce and supply of ingredients, business development, funding and sustainable travel.

Some producers have forged close links with some of the schools through supporting growing, cooking and enterprise e.g. Catherine’s Green Farm.

Rural schools that participated felt ‘special’ as they felt funding and project support more often than not was targeted at schools in Peak District market towns.

### **3.9 RESOURCES**

It is important to maintain Schools enthusiasm from their initial meeting right through to the market itself and having good quality relevant resources is an excellent way to achieve this. The majority of the schools worked their way through the education pack and this definitely helped them to focus on preparing and planning their markets. This enables the Schools to link well with the curriculum and really inspire and capture the imagination and enthusiasm of the pupils and staff.

The local press and media have been very interested in the project with radio interviews, press articles, tweets. High Peak Radio, Radio Derby and Ashbourne Radio have also interviewed pupils and teachers. We even had Dove Holes on the front page of the Buxton Advertiser and a more detailed piece inside with more pictures.

The SFM flyer proved very useful in promoting the markets – Appendix 6

Ashbourne news telegraph: <http://www.ashbournenewstelegraph.co.uk/News/Farmers-market-run-by-village-school-children-20130226143724.htm>

Derbyshire times: <http://www.derbyshiretimes.co.uk/news/local/farmers-market-at-matlock-school-1-5446938>

Matlock people: <http://www.matlockpeople.co.uk/Brassington-Pupils-bring-local-food-playground/story-18257690-detail/story.html>

Matlock's Taste the Difference magazine produced an article on the project for the Summer Edition and their editor offered help promoting the project. Appendix 4

<http://www.buxtonadvertiser.co.uk/news/local/innovative-project-at-dove-holes-primary-1-5602872>

<http://www.buxtonadvertiser.co.uk/news/local/pupils-take-part-in-innovative-scheme-1-5540433>

<http://www.ashbournenewstelegraph.co.uk/News/Farmers-market-run-by-village-school-children-20130226143724.htm>

Derbyshire times: <http://www.derbyshiretimes.co.uk/news/local/farmers-market-at-matlock-school-1-5446938>

Matlock people: <http://www.matlockpeople.co.uk/Brassington-Pupils-bring-local-food-playground/story-18257690-detail/story.html>

<http://www.matlockpeople.co.uk/pictures/pictures-Farmers-Market-Brassington-Primary/pictures-18289205-detail/pictures.html>

Ashbourne News Telegraph 10 July 2013.

Leek Post and Times 10th July 2013

Leek Post and Times 24 July - School Farmers Market 2013

Buxton Advertiser 18th July 2013

High Peak Radio

Staffordshire Moorlands Radio

Ashbourne Radio

Read more: <http://www.ashbournenewstelegraph.co.uk/News/Farmers-market-run-by->

## Legacy

We had a meeting to review School Farmers' Market Learning resources and in light of these discussions and feedback from SFM projects are planning to update them with the core being a 8 step plan to the SFM with a couple of activities included at each step. These would be available to school in a loose file format to mix and match and update when necessary.

We Coordinated an Autumn Newsletter in 2012 and 2013, for all the SFM projects to go to schools and stakeholders. Appendix 5

We attended the Great Peak District Fair and other farmers markets across the three districts to get some feedback from consumers and producers about how we can develop the project further. All of the producers have said they would like to take part in future markets.

We had a workshop with Derbyshire Ready Schools and following this they all said they would like to hold their own markets and work with local producers. They all said they would sign up to the Food for Life Partnership to access resources and support.

We were also invited to run a workshop with Kirklees schools to show them how they could use School Farmers Markets as part of the new Design and Technology curriculum in conjunction with the Food for Life Partnership.

At a CPD day some of our Derbyshire Dales schools were able to share their experiences of running a School Farmers Market and how they fitted it with the curriculum, with other schools from Derbyshire.

## Conclusions and Recommendations

### 4.1 **HAS SUSTAINABLE COMMUNITIES MET ITS AIMS AND OBJECTIVES?**

The project has been successful in meeting the majority of its aims and objectives and achieving the target outputs. The project has also been flexible to adapt to the needs of the each individual school and its local community.

### 4.2 **HAS SUSTAINABLE COMMUNITIES ACHIEVED ITS OUTCOMES?**

Overall the outputs and outcomes that were set have been achieved by the project, small variations have been made. It has achieved the following outcomes to:

- Develop educational awareness around food and farming amongst children from disadvantaged communities.
- Revitalise local food economies through providing new markets for small local producers and new opportunities for city-dwellers to buy produce and meet the farmers.

- Encourage community cohesion by providing an outreach after-school opportunity for the school to involve the community and encourage volunteers to support running/selling produce at the markets
- Providing opportunities and awareness raising for new community enterprises and projects to emerge from the new connections and 'buzz' created by the markets

This evaluation reveals the importance and benefit of this type of business enterprise project for schools. The evidence within this report paints a positive picture of the impact that this type of project can achieve for individuals and, thereby, strengthening the community as a whole. There has been no negative feedback with regards to the impact of this project, indeed more schools wanted to participate than we had the capacity to work with over the funding period.

### **4.3 CONCLUSION**

#### **Schools**

Teachers and educators see the need for children to see food growing and farm links to help them understand about food and where it comes from and how to link it with healthy eating. For all the positive benefits of this project we believe business enterprise should be embedded in ALL schools, within which all children and young people have meaningful, enjoyable experiences of food growing as well as cooking and eating. The new Design and Technology curriculum coming in September 2014 provides an exciting opportunity for all schools to develop business enterprise projects such as School Farmers Markets.

The project has demonstrated that small rural schools can greatly benefit from enterprise learning projects. It has shown that pupils engage more and learn more with enterprise learning when they are activity involved in a specific 'real' project.

It was also interesting to confirm that we are never too old to learn and that it is a two way thing. Teachers reported that they had observed pupils listening to producers and then doing a far better job of 'selling' the product to the customers and this in itself gave confidence to the producer, who started to engage more with the customers themselves.

Staff have been keen to identify the skills, attitudes and knowledge needed by pupils in different areas of enterprise and through the project, track improvement in those areas.

Feedback from schools has been very positive with all schools stating that they feel confident and motivated to carry on and support the concept of running a School Farmers Market in the future as a result of involvement in this project. Some of the schools have already run further markets or plan to do so in the near future.

Schools were keen to continue what they had started as a sustainable way to generate income for their school to fund farm visits, develop growing areas and fund further school farmers markets.

All the schools the project worked with have gone on to incorporate gardening, farm links, cooking and business enterprise as part as their school curriculum. They saw it as a real opportunity for their pupils to learn in new, more relevant and exciting ways and transmit some key messages to both pupils and parents with regard to healthy eating.

Many of the pupils at these rural schools are from commuter families who themselves have little knowledge of the links between the food they eat and the countryside. This project has enabled parents to consider the food choices they have.

When taken on as a whole school project it has brought the teaching staff together as a team and built a positive atmosphere across the whole school.

Schools have been able to build on their existing relationships with the local community and for some this has been enlightening.

Other schools outside the project area have been influenced by the project and are holding their own School Farmers Markets e.g. Holbrook Centre for Autism near Belper, Bonsall Primary near Matlock.

### **Producers**

The project is providing an opportunity for micro and new producers to market and sell their products locally and publicise the quality and variety of what they have to offer and signpost potential customers to their internet sales.

One of the most important elements in determining the success of a farmers' market is the availability of a sufficient quantity of producers, appropriate to the size of the school and who are able to offer a broad range of good quality foods. If the number and range of stalls is not well balanced, the producers will not earn enough to make their attendance worthwhile, customers will be disappointed and some markets may not be sustainable in the long term.

This is clearly the biggest challenge schools face when starting up markets in a new area where the concept of school farmers markets is new to producers. All of the producers involved in this project have been micro-producers with 1-4 employees, more often than not just 1. This is also the case for many of the producers from the Peak District Rural Action Zone area who regularly attend established farmers markets and it was found that many of them only have aspirations to make a reasonable living and do not have the capacity to attend more markets (dependent on their product).

More work than expected was needed at the front end of the project to engage with producers and get commitment to the project. As a result many of the producers involved with this project were new businesses, those that were on waiting lists for established farmers markets, businesses wishing to diversify more e.g. farmers who sold wholesale wanting to establish local retail opportunities.

The project has been effective in building the confidence and skills of new producers in sales and marketing. Producers attending all markets have been extremely positive. Those asked said they would support further markets. They reported that apart from the positive financial rewards, they enjoyed the experience of working with the school and were looked after very well. They had received some good local publicity and had enjoyed the opportunity to network and build new relationships with other new producers. Some of which have gone on to provide ingredients for each other, share knowledge of funding and support and even transport. Some have discussed the possibility of developing their own box schemes. An existing box scheme DE4 approached us to find some new suppliers and they are now subsequently supplying them.

## **Customers**

Customers were surprised at the range of products that were available on their doorstep and appreciated the opportunity to sample the produce, get advice direct from the producer and shop locally. They were surprised at the professionalism of the children in the way they had organised the market. As consumers they did expect good quality produce and good choice, even if it was local and made some constructive comments where space was limited about use of other village facilities.

Customers thought it was a fantastic project.

## **Communications, Marketing and Social Media**

Questions were raised with regard to communication between schools and between schools and producers around dates of future markets and booking producers, avoiding clashing of dates and producer capacity. This can be covered by school clusters working together with regard to events and planning well ahead of market dates, including the use of social media such as a School Farmers Market Facebook page.

## **4.4 RECOMMENDATIONS**

### **Sustainability and Exit Strategy**

Success gained through the project should be continued at the end of the funding. A plan for carrying it on through the Food For Life Partnership (FFLP) is being put into place. If schools sign up to FFLP (which is free) apart from getting some great free resources they will be able to draw on some support from local part-time Farm Links and FFLP Officers employed by the Soil Association.

Existing SFM resources have been reviewed together with other SFM projects and teacher feedback; as a result new School Farmers Market resources are being developed. These will include an 8 step plan towards the market, with activities and curriculum links at each stage. The steps will include: Launching; planning; growing; farming; promoting; preparing; cooking and celebrating.

In addition there will be a skills tracking sheet, FAQs, useful links, health and safety and templates.

The project has been successful in promoting the concept more widely across Derbyshire as well as the Peak District RAZ, with many schools not initially eligible to participate getting in touch to find out more about how they can run their own markets.

Encourage school clusters to work more closely with one another, for example by sharing a school stall at some bigger county events such as the Staffordshire Show with the support of the Young Farmers.

Future bids will be sought to support School Farmers Markets more fully across the East Midlands.

Discussions have been held with High Peak CVS to explore possibilities of setting up other community farmers markets in churches and other community venues.

## **Appendix 1 – Peak District RAZ Leader Programme Map**

## Participating Schools

### High Peak

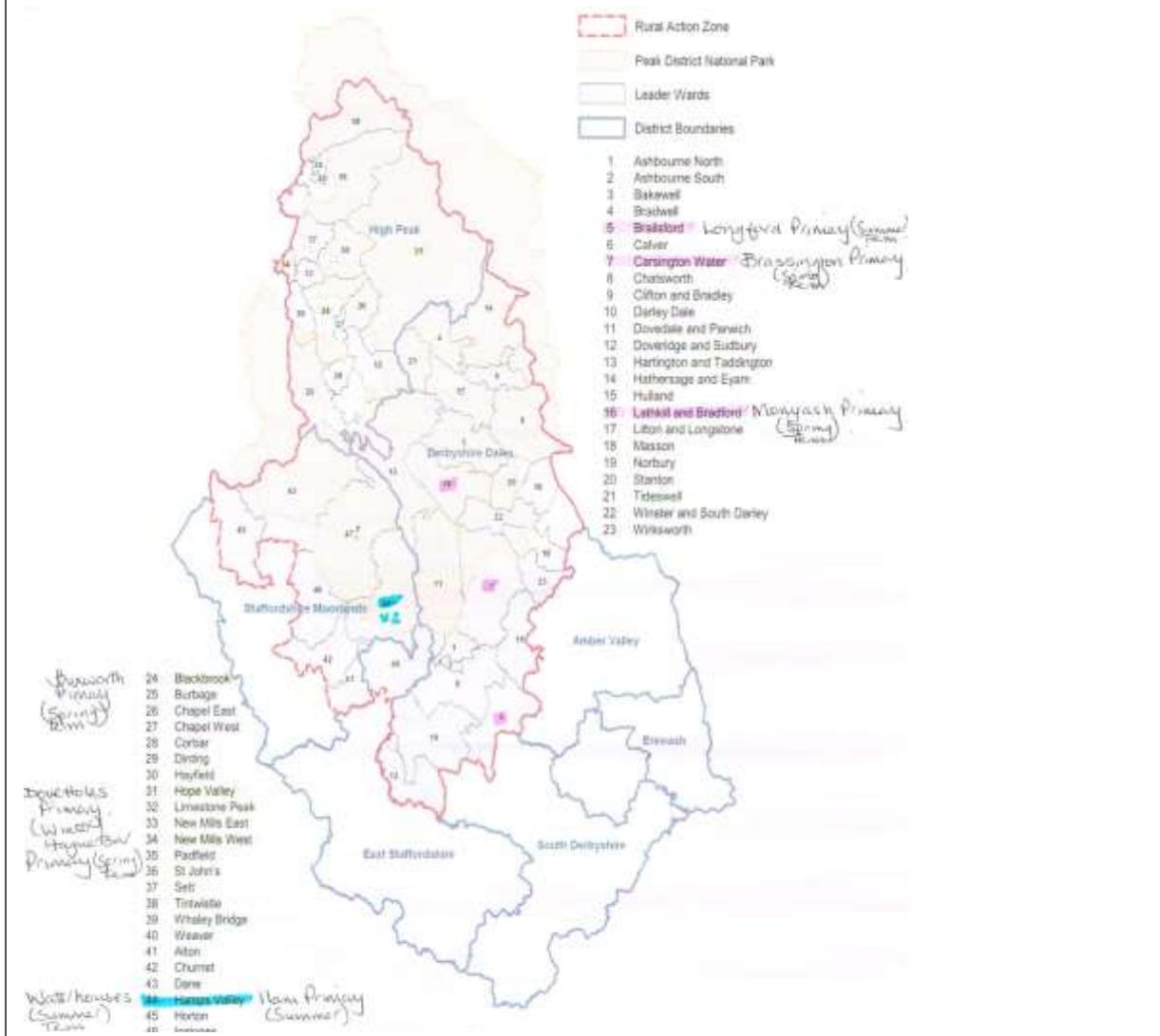
Doveholes Primary  
 Buxworth Primary  
 Hague Bar Primary

### Derbyshire Dales

Monyash Primary  
 Brassington Primary  
 Kniveton Primary

### Staffordshire Moorlands

Ilam Primary  
 Waterhouses Primary  
 Manifold Primary



## Host School - School Farmers' Market Questionnaire

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 NO  
**If NO, How many previous markets have you held?** \_\_\_\_\_

**2. How many people have been involved?**  
 Pupils \_\_\_\_\_ Staff \_\_\_\_\_ PTA/volunteers \_\_\_\_\_ External producers \_\_\_\_\_

**3. How much money did your school make from its market?** \_\_\_\_\_

**4. How do you intend to use this money?** Farm visit Cooking 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 | 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?**

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**Many thanks for your help. Your feedback is greatly appreciated.**

## Producer - School Farmers Market Questionnaire

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

1. Did you enjoy today's market?                      YES                      NO

2. Was this the first farmers market hosted at a school you have sold produce at?

YES                      NO

If NO, How many previous schools farmers markets have you sold at?

ONE                      2-5                      6-10                      11+

3. Was this the first farmers market you have sold produce at?

YES                      NO

If NO, How many previous farmers markets have you sold at?

ONE                      2-5                      6-10                      11+

4. What do you produce?

VEGETABLES    MEATDAIRY FISH    BAKERY            JUICE/

**PRESERVES    CRAFT**

**OTHER (please state):** \_\_\_\_\_

**5. Where else do you sell your produce?**

**FARM SHOP    FARMERS**

**MARKET        DIRECT SALES    WI COUNTRY MARKET**

**OTHER (please state):** \_\_\_\_\_

**6. What is your average daily taking at a school farmers market?**

**£0        £1-25        £26-50        £51-100        £101-150        £151+**

**7. How does selling at a school farmers markets compare to others sales routes you might use? (think about all aspects of the day. E.g. convenience, organisation, revenue)**

**BETTER                      SAME                      WORSE**

**8. Would you be interested in selling at future markets?                      YES                      NO**

**If YES, please provide your contact details.**

-----Name:

Telephone:

Email:

**9. Do you know anyone else who would like to have a stall at a local market?**

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**10. Any other comments?**

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**Many thanks for your help. Your feedback is greatly appreciated.**

# young enterprise

**F**inally, summer is arriving. I had a week away on a narrowboat with my lovely boys recently. What a brilliant way to explore the country looking for local food producers. We came home with such a haul of homemade jams that it's hard to imagine I will need to make any this summer – though I suspect the boys might just have their own opinions on that.

Apart from sailing around the Midlands looking for preserves, I've been keeping an eye on a new scheme from The Soil Association – the development of school farmers' markets.

In partnership with the Mid Wales Food and Land Trust, the association has established farmers' markets in school playgrounds in the Peak District, Durham, Shropshire and Warwickshire.

The project provides opportunities for children to learn about food and farming, new markets for local producers, an opportunity to buy fresh, local and organic produce on the doorstep and exciting ways to interpret the curriculum in relation to local food and produce for teachers.

Three schools in Derbyshire took part in this initial phase and I visited Brassington Primary to see if the project was likely to represent the next stage of development for farmers' markets.

Farmers' markets are springing up across Derbyshire, with people in more towns and villages benefiting from fresh, local produce. Now schools are getting in on the act. Catherine Rawas went along to sample the produce in Brassington



As we chatted with producers, pupils and teachers, there was an air of excitement as pupils dressed their own stalls.

Pairs of pupils had been allocated to stalls and one pupil on the Pig's Tail one was selling lamb from his family farm.

Other stalls featured Catherine Payne with plants and herbs, the Derbyshire Mushroom Company and The Loaf, from Crich.

One local family seized the opportunity and took along their cockerel to sell – though I did wonder if that was done with a wary eye towards the lighter mornings on the way.

The atmosphere was amazing. It felt like the best bits of a school fair, with the better end of the stalls you would find there, too.

The work the pupils had put in was superb and I suspect much of this may have been down to the level of involvement with the school and engagement with Liz Woodward, from The Soil Association, who had run workshops for pupils prior to the event.

It's hard to see a downside to this kind of local selling in a school playground.

Pupils are involved in this project and that bodes well for the future. Schools have an opportunity to get in touch with local suppliers, and the project keeps the children connected with not only the food produced in their area, but the potential for starting their own local businesses or perhaps rebuilding the good old-fashioned apprentice system with existing producers in the future.

Links will be in place with businesses who can potentially mentor them and we will be encouraging our children to grow up with a well developed sense of the importance of sustainably-produced local food.

There is a context for looking at food chain issues, understanding where food comes from and the benefits of locally-based economies.

A market generates income for the school to spend on other sustainability activities, such as buying seeds to grow vegetables in school growing areas.

Personally, I quite like the idea of being able to pick up some shopping while I'm on the school run for Small Lovely and so I'm currently talking about it with the head teacher at his school.

Other Derbyshire farmers' markets are held at primary schools in Monyash, Longford, Doveholes, Busworth and Hague-Bar.

What about in your area? Who would be the best person to contact your school to get the ball rolling? I'm laying down a bit of a challenge here for us all to get started and I would love to publish photos of your school farmers' market in future issues.

As always, I'd love to hear from you if you want more information or have any opinions on if this is the future of farmers' markets or not. Email me at [catheriner@matlock.gov.uk](mailto:catheriner@matlock.gov.uk) or call 01629 583042.

Catherine, of Bonsall, organises Matlock Farmers Market on the third Saturday of the month. Find out more at [www.matlock.gov.uk](http://www.matlock.gov.uk)



Chloe Allcock shows her appreciation for the bustling Brassington Primary School farmers' market and, inset, Catherine Payne on her plant stall with pupil helper Keira Lee