

PLANNING REF : 241862
PROPERTY ADDRESS : Grazeley Parochial Primary School
: MereOak Lane, Grazeley, Reading, Berkshire
: RG7 1JY
SUBMITTED BY : Ms Julia Cottee
DATE SUBMITTED : 14/08/2024

COMMENTS:

On behalf of the Governing Board of Grazeley Parochial Primary School, we object to the planning application due to the following:

- the proposed site is within Grazeley Primary's catchment area - Grazeley Primary is a Wokingham BC school
- as per the national demographic trends, Grazeley has a falling roll and already has spare admissions places
- as per national trends, Grazeley is in a financial deficit, and has a plan to recover this within 3-5 years
- admissions income, based on funding per child, represents 99% of Grazeley's income
- any further fall in roll is a significant adverse risk to Grazeley being able to recover its deficit
- the creation of an additional primary school in the Wokingham Local Authority will migrate pupils away from existing schools such as Grazeley, which are not full, leaving all local schools to operate at a financial loss and so disadvantage pupils and families in Wokingham
- the creation of an additional primary school in the Wokingham Local Authority will migrate qualified teachers away from existing schools such as Grazeley, which in the national context of insufficient teachers, will likely leave all local schools without enough teachers and disadvantage pupils and families in Wokingham
- the creation of an additional primary school in the Wokingham Local Authority will migrate experienced learning support staff who support pupils with Special Educational Needs and Disabilities (SEND) away from existing schools such as Grazeley, which in the national context of insufficient SEND support, will likely further disadvantage SEND pupils in Wokingham
- the outlay of capital expenditure on this scheme will ultimately lead to an insufficiency of operational resources in this area of Wokingham BC, and may directly lead to the closure of an existing primary school
- consistency of good quality teaching is crucial to better outcomes for children. Opening and closing schools, or encouraging the movement of teachers across schools, negatively impacts this principle