Parent Questionnaire EYFS and KS 1

February 2026

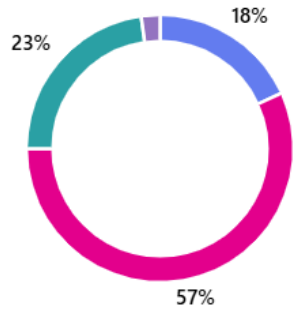
The questionnaire was shared with all KS1 and EYFS parents to ascertain their thoughts on communication, our school values and vision, as well as the approachability of staff members.

44 Participants completed the questionnaire.

Section 1 Communication with Parents

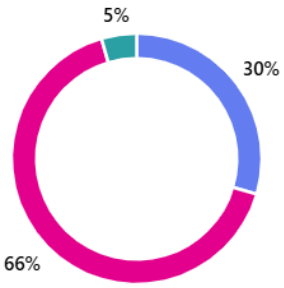
1. I receive clear and timely information about what is happening in school. (0 point)

Strongly agree	8
Agree	25
Disagree	10
Strongly disagree	1



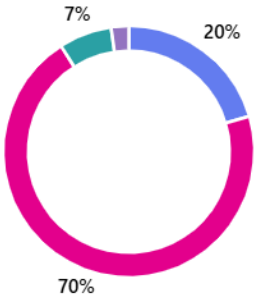
2. The **school newsletter** keeps me well informed about key events, celebrations, and important messages. (0 point)

Strongly agree	13
Agree	29
Disagree	2
Strongly disagree	0



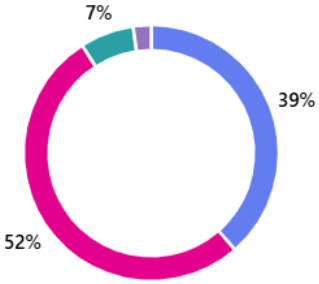
3. The **school website** provides useful and up-to-date information about school life. (0 point)

Strongly agree	9
Agree	31
Disagree	3
Strongly disagree	1



4. The school **social media page** is informing me about what is happening in school. (0 point)

Strongly agree	17
Agree	23
Disagree	3
Strongly disagree	1



5) How could communication be improved?

You Said:	Our Comments/Follow up actions
It would be nice to have Seesaw/Tapestry regular photos of Dingle Ducks and Reception (Commented by 6 respondents)	As well as our Facebook page, we are looking into sending weekly newsletters and/or once again using a photo sharing platform.
A bit more notice (Commented by 2 respondents)	We endeavour to give a week's notice for celebration assemblies and frequently update our calendar on the website and in newsletters. If a weekly newsletter is produced this could be a further opportunity for key dates to be shared.
Teachers taking the time to talk through concerns and follow issues up.	We pride ourselves on the open door policy that we have at Dingle. A member of staff is available at daily drop offs and pick ups to take messages. The office can also be contacted via phone

(Commented by 2 respondents)	or the info@dingle.dudley.sch.uk account. Messages are then passed onto teaching staff. If you continue to be unhappy about how concerns have been dealt with then please contact Mrs Richardson (Deputy Headteacher) or Ms Heather (Headteacher)
Some parents don't receive text messages (commented by 2 respondents)	Please contact the school office who can assist you with this. Text messaging is currently our main form of communication as it provides a quick and easy (as well as environmentally friendly) way of relaying important messages/reminders.
More feedback on how my child is getting on within the term. I would like to be able to support more at home.	As well as our 'Meet the Teacher' meetings and an annual report, we schedule three parent evening meetings and also deliver workshops on phonics and key learning. The weekly newsletter could be a method to further support this. We also plan to utilise our class pages on the website more to provide parents with further methods of support.
Keeping the calendar on the school website up to date. Plenty of notice of upcoming dates.	This is something that we will endeavour to do. We may also provide a termly overview of key dates to ensure that parents have as much notice as possible.
More communication from teachers.	(See comments above regarding Seesaw/Jigsaw and a potential weekly newsletter)
Information about what my child will be learning so that I can help them at home.	As well as our 'Meet the Teacher' sessions, we are currently in the process of updating the Curriculum section of our school website. This provides details of what children are learning and gives further information (like websites and books) which parents may wish to use. We may also provide a termly overview of learning for each year group in the future.
Key dates on newsletters are helpful. I would find these beneficial in paper copy.	Paper copies for any of our correspondence/policies are available upon request from the school office.
It would be helpful if teachers wrote in children's reading journals.	Reading is at the heart of all we do at Dingle. Children read frequently throughout the school day. They are heard read, read to and stories feature heavily throughout the day.

	We are currently reviewing the use of our journals and will speak as a whole staff team to ensure that there are consistent practices across year groups.
Direct emails for teachers	All teachers can be contacted through staff that are on the doors in the morning and/or at the end of the school day. Messages can also be shared via our info@dingle.dudley.sch.uk email or through calling the office. Teachers will then follow up actions during their non-teaching time (after the school day, during lunch times etc).

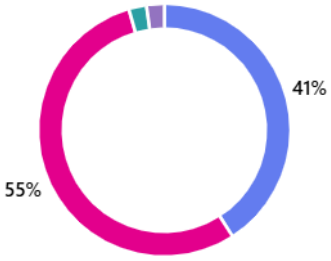
Section 2 Behaviour Policy

6. I am aware of the school's behaviour policy and understand how it works. (0 point)

7. I am supportive of the school's behaviour policy and the expectations it sets. (0 point)

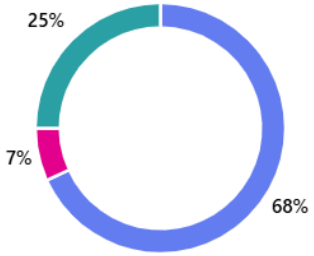
8. The school promotes positive behaviour and high expectations for all pupils. (0 point)

Strongly agree	18
Agree	24
Disagree	1
Strongly disagree	1



9. I understand the school use restorative approaches to help children learn to take responsibility and resolve conflict. (0 point)

Yes	30
No	3
Unsure	11



10) How well do you feel that the behaviour policy supports your child in school?

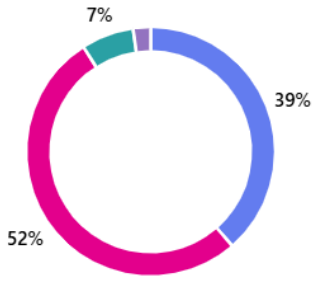
You Said:	Our Comments/Follow up actions
On some occasions my child has come home upset about behaviours of others towards them in their class. When asked if the teacher intervened or spoke to the other child, I've been told they didn't.	Please rest assured that incidents are followed up with parents and sometimes other children may not be aware of these conversations. School has an internal logging system to monitor behaviour and a restorative approach to support children with making the right choices at an age-appropriate level. If you wish to discuss on-going concerns then please always speak to your child's teachers.
9 comments were incredibly positive about our expectations for behaviour at Dingle, including:	

"My child seems to understand about positive relationships with others and being respectful."	
More understanding of disabilities when it comes to behaviour	As our curriculum is being developed, we pride ourselves on teaching children about diverse individuals through history and in modern day. In an age-appropriate way, children are made aware of differing needs that our school community may have. This is something that we will continue to develop.
Perhaps instead of focusing so heavily on attendance and rewarding 100% attendance, I would like it if good behaviour was rewarded instead.	This year we have introduced many incentives to reward positive behaviour, these include: • A new house point system (each half term, the house with the most points is rewarded with a non-uniform day) • Praise assembly and our praise assembly 'shout out' book • Our new Values star badges (awarded half termly) • Golden time-Children earn time as a class throughout the week and have this special celebratory time on a Friday afternoon. Individual classes also reward regular reading, have VIPs, phonics stars and give stickers out. Mrs Richardson and Ms Heather also regularly visit lessons and reward learning behaviours. Unfortunately, at Dingle our attendance figures are below national expectations and schools with a similar demographic to us. We have a large number of repeated, persistent absences and so are therefore following government guidelines with strategies to raise our figures.
I'm aware the behaviour policy changed but I never remember this being communicated out to the parents.	Our behaviour policy is available on our school website. Our expectations were also shared at the 'Meet the Teacher' meetings in October. During these sessions, teachers shared how we promote positive behaviour and how we support pupils, who need further assistance. (These slides are on the class pages on our website).

Section 3 School Values and Ethos (VOICE)

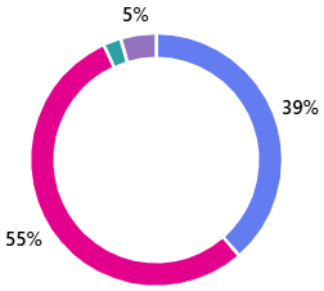
11. The school's VOICE values (Valued, Opportunity, Inclusion, Compassion, Empowered) are clear and visible to pupils an d parents. (0 point)

Strongly agree	17
Agree	23
Disagree	3
Strongly disagree	1



12. The school's values are reflected in pupils' behaviour, attitudes, and learning. (0 point)

Strongly agree	17
Agree	24
Disagree	1
Strongly disagree	2



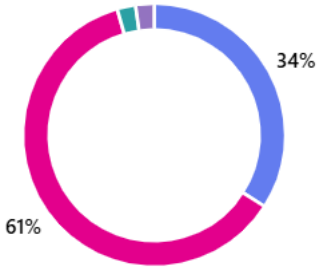
13) In what ways do you feel that our Values make a difference to your child's experience at Dingle?

* Gives confidence
* Feels valued
* Clear rules to follow
* Morals to use throughout education and beyond
* Children know what is expected of them

Section 4 School Rules

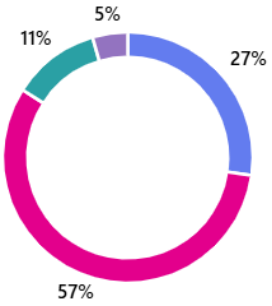
14. My child understands the school rules and what is expected of them. (0 point)

Strongly agree	15
Agree	27
Disagree	1
Strongly disagree	1



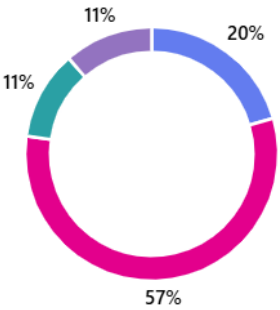
15. The school rules are fair and applied consistently. (0 point)

Strongly agree	12
Agree	25
Disagree	5
Strongly disagree	2



16. I am aware of the three school rules. (0 point)

Strongly agree	9
Agree	25
Disagree	5
Strongly disagree	5



17) Any Comments about the school rules?

Three respondents shared that they did not know what the school rules were and suggested that these are promoted more in newsletters and with the children.

Section 5 School Routines and Parent Involvement

18. My child enters and exits school **safely** at the start and end of the day. (0 point)

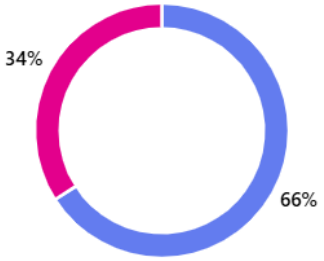
Strongly agree	24
Agree	18
Disagree	1
Strongly disagree	1

19. The school ensures that **drop-off and collection arrangements** are well organised and safe for all children. (0 point)

Strongly agree	21
Agree	21
Disagree	1
Strongly disagree	1

20. I understand how important it is for my child to be **in school and on time every day**. (0 point)

Strongly agree	29
Agree	15
Disagree	0
Strongly disagree	0



21) What workshops/events would you find most enjoyable to attend

* Christmas and Summer Fayres

* Opportunities to see my child in lessons (Maths, English)

* Phonics lessons

* The craft afternoon was wonderful

* Stay and Play sessions

Section 6 Sensory Hub and Nurture Provision

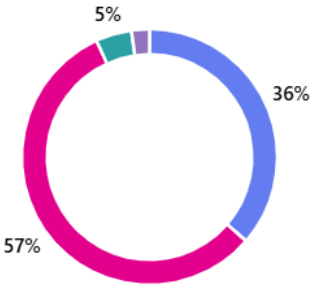
22. I am aware that the school provides a Sensory Hub and Nurture support for pupils who need it. (0 point)

23. I understand the **rationale behind the Sensory Hub** and how it supports children's regulation and helps to meet children's individual needs. (0 point)

24. The **Nurture provision** supports children's emotional wellbeing and helps them build positive relationships. (0 point)

25. The provision has a positive impact on children's wellbeing and meeting their individual needs. (0 point)

Strongly agree	16
Agree	25
Disagree	2
Strongly disagree	1



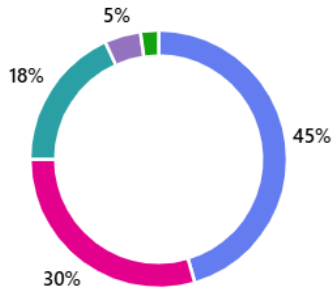
26) Any comments on the Sensory Hub and Nurture Provision?

You Said:	Our Comments/Follow up actions
Give SEN children in the classroom the opportunity to access these provisions when needed	Sensory Hub and Nurture provision remains very fluid and is based upon children's needs at that time. Staff constantly liaise with parents and children to ensure that the provision between the hubs and main classrooms is carefully planned and thought through. This can always be discussed with Ms Heather (SENCO) and Class teachers.
When some children have misbehaved, I am aware that comments have been made giving excuses to their behaviour because of a situation that is going on at home for them. If there are so many children requiring support for their emotional wellbeing should their home life be looked at more seriously?	As a school, we work incredibly closely with our families and safeguarding is the responsibility of all staff members. Children's needs are met on an individual basis and restorative conversations and consequences always take place. We also work with a number of outside agencies to further support our families outside of school. Further guidance on our restorative approaches can be found on our school website, or a member of SLT will always be happy to address specific concerns.

Section 7 Staff and Leadership Approachability

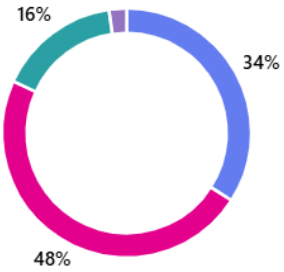
27. **Teaching staff** are approachable and easy to talk to if I have a question or concern. (0 point)

Strongly agree	20
Agree	13
Neutral	8
Disagree	2
Strongly disagree	1



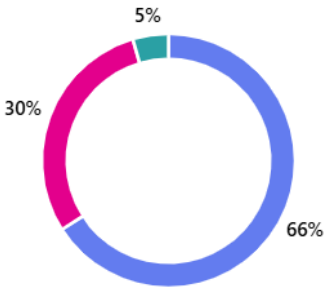
28. **Senior leaders** (including the Headteacher and Deputy) are visible, approachable, and supportive. (0 point)

Strongly agree	15
Agree	21
Neutral	7
Disagree	1
Strongly disagree	0



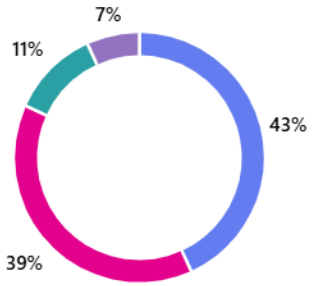
29. **Office staff** are welcoming, helpful, and provide clear information when I contact the school. (0 point)

Strongly agree	29
Agree	13
Neutral	2
Disagree	0
Strongly disagree	0



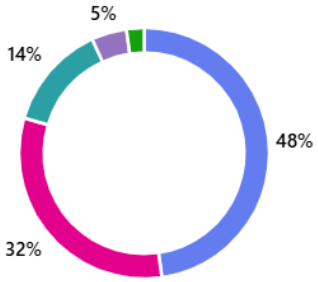
30. I understand the **roles of different staff members** in school and who to contact if I have a question or concern. (0 p oint)

Strongly agree	19
Agree	17
Neutral	5
Disagree	3
Strongly disagree	0



31. I feel comfortable contacting the school if I need to discuss my child's progress, wellbeing, or any other issue. (0 poin t)

Strongly agree	21
Agree	14
Neutral	6
Disagree	2
Strongly disagree	1

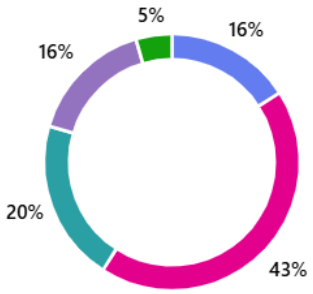


32) Comments on approachability of staff and Senior Leaders

You Said:	Our Comments/Follow up actions
I've found the teacher to be dismissive when I've raised a few concerns.	If you remain unhappy with how concerns have been followed up then please speak to Mrs Richardson (Deputy Headteacher) or Ms Heather (Headteacher)
I feel maybe there should be a way you could directly contact your child's teacher without an email having to go to a generic email box that everyone can read. It's hard to have a private conversation.	(See responses earlier on in this analysis) If parents wish to have a private conversation with teachers then this can be requested through the ladies in the office, the staff on the doors or via the info email.

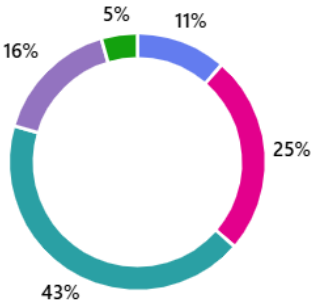
33. I know what the DPP **does** and how it supports the school. (0 point)

Strongly agree	7
Agree	19
Neutral	9
Disagree	7
Strongly disagree	2



34. I would be interested in finding out more about the DPP or getting involved in future events. (0 point)

Strongly agree	5
Agree	11
Neutral	19
Disagree	7
Strongly disagree	2



35) Suggestions of future DPP events

Summer Fayre

Treasure Hunt

Year 6 Leavers' Disco on school site

Inflatables day with bouncy castle

Ice cream stand etc,

Pantomime.

Quiz night,

Sponge throw for the kids at teachers

Donations of unwanted gifts for stalls/wrapping room.