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Research and analysis

# Children's social care questionnaires 2022

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**Applies to England**

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## Summary of findings

- We received a total of 43,580 responses from all audience types to the survey this year. Of these responses, 5,749 were from children. This was slightly less than the previous year.
- Eighty-seven percent of all children rated their mental health as either 'very good', 'good' or 'OK'. However, in secure children's homes, over a quarter of children rated their mental health as 'bad' or 'very bad'.
- A third of all children who responded thought that they did not see enough of the people who were important to them.
- Around a fifth of children in boarding schools and in residential accommodation in further education felt that, if they were worried or upset, they had an adult to talk to only 'sometimes' or 'never'.
- Overall, most children said their relationships with the adults and children where they lived or stayed were positive. Children in foster care were more likely to be happy about their relationships with other children than children in group-living arrangements, such as children's homes or residential special schools.
- Only 41% of children living away from home in residential settings said they had done something fun with their friends away from where they lived or stayed.
- Children in boarding schools and further education colleges were less likely to say that they felt well cared for than children living elsewhere.

## Background

We use online surveys to gather views about children's homes, secure children's homes, adoption services, fostering services, [\[footnote 1\]](#) residential family centres, boarding schools, residential special schools and further education colleges. [\[footnote 2\]](#)

The surveys are for:

- children
- learners

- parents
- foster carers [\[footnote 3\]](#)
- staff
- social workers
- other professionals, such as independent reviewing officers.

We ask providers to share the online questionnaire with these groups of people on our behalf.

In 2022, the surveys were open between 7 February and 20 March.

We use the responses, along with other information we have, such as previous

inspection findings or any concerns we receive, to decide when to inspect in the coming inspection year and what to focus on when we do. If any responses raise serious concerns, we take the appropriate action immediately. [\[footnote 4\]](#)

Trained staff read the responses when submitted, to identify any potential safeguarding concerns. If any concerns are noted, they are immediately referred to the inspectors and their managers, who decide on the appropriate action to make sure that children remain safe at the places where they live or stay.

This year, in advance of the survey, we reviewed the questions and asked some groups of children from children's homes and boarding schools and in foster care what they thought of the questions. Their feedback helped us to change some of the words we used and how we referred to the people who look after them.

The questions were similar to those we have asked previously, and focused on the most important things we wanted to know about children's experiences.

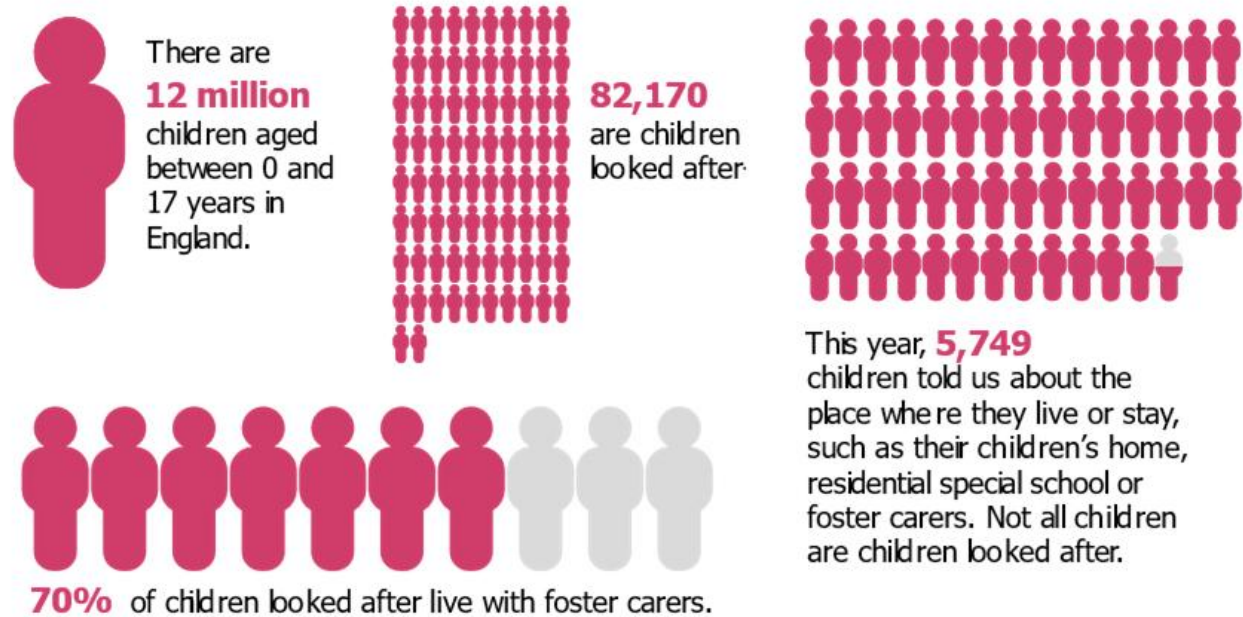
Like last year, we are publishing separately the accompanying data for all adult responses. [\[footnote 5\]](#)

## **Who are the children we are talking about?**

There are 12 million children aged between 0 and 17 years in England.

82,170 are children looked after. [\[footnote 6\]](#)

70% of children looked after live with foster carers. [\[footnote 7\]](#)



This year, 5,749 children told us about the place where they live or stay,<sup>[footnote 8]</sup> such as their children's home, residential special school or foster carers. Not all children are children looked after.

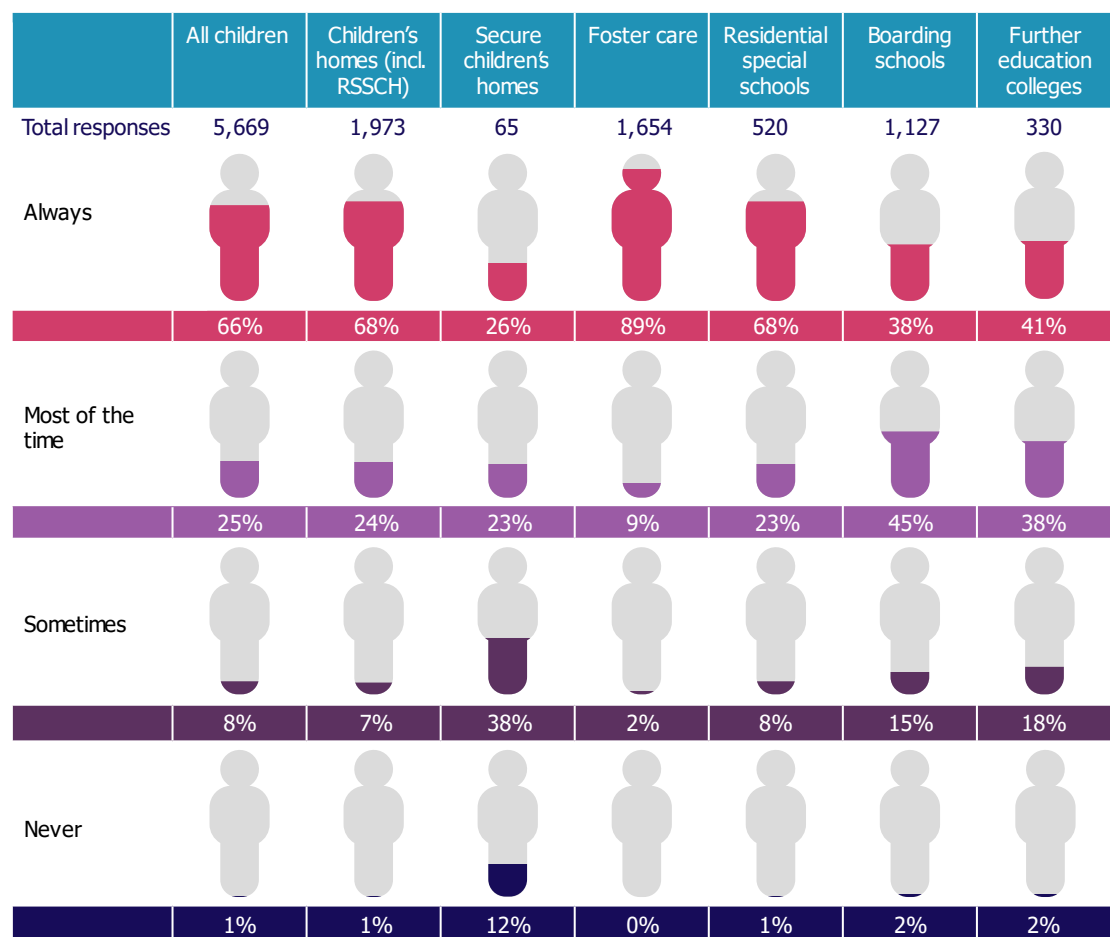
View the [accompanying data](#).

## What we found in 2022

### Do you feel well cared for?

Each year, we ask children whether they consider they are well cared for by the people who look after them. This year, we found that the combined percentage of children answering 'always' or 'most of the time' was very similar to the responses we received in previous surveys. This was 92% of children living in children's homes and 98% of children living in foster care.

However, the picture was not so good for children who stay in residential accommodation in boarding schools or in further education, where 18% said that they only 'sometimes' or 'never' felt well cared for.



View [data in an accessible table format](#).

## What children told us about being cared for

“They make me feel unworried and I feel like they push me to [be] the me I want to be even tho [though] I have bad days I’m always exited to come home and see them and the dogs.”  
(child in foster care)

“I like where I live and I feel supported and cared for. I would like to be able to see Mum and my social worker more.”  
(child in children’s home)

“in [name of home] there are some very good cooks. The staff in [name of home] are very supportive and are always there when we need to talk to someone when we are upset about anything if there is any problems they always make sure were all safe and felling okay. My keyworkers are the 3 important people who i mainley [mainly] go to but i can speak to evereyone they always make sure i have what i need that im not running out of something and always put my views across to manngament and social. my keyworkers have made a phone contract to keep me safe online i am one looky [lucky] girl and i am well looked after.”  
(child in children’s home)

“I hope that I could contact the well being staff more conveniently and effectively as they are sometimes hard to contact as I have to make an appointment from my progress tutor in order to find them.”

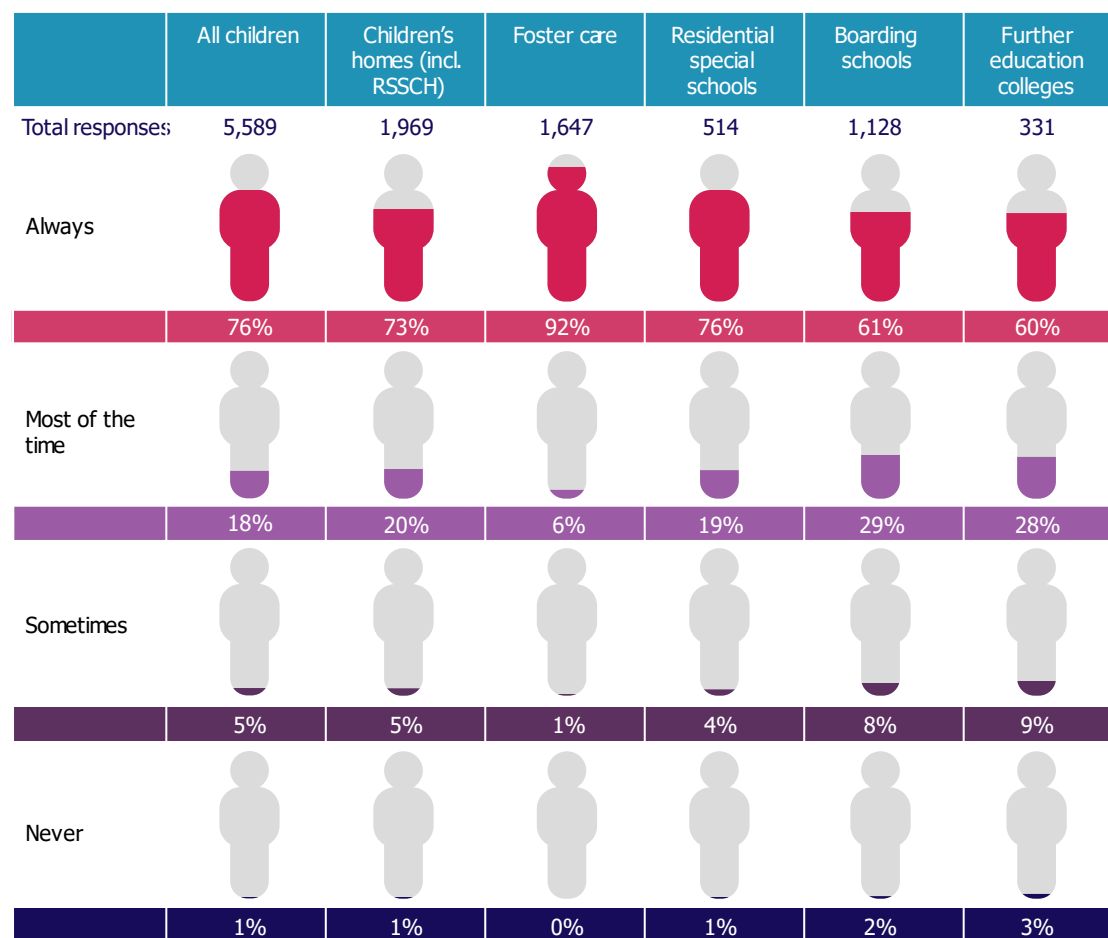
(child in further education college)

“The school has created many support mechanisms, but they aren’t well-maintained. Most importantly, the people that carry them out are also involved in many other things (e.g. discipline, academic monitoring), which makes me feel unsafe talking to them, as I’ve heard of many instances of personal complaints spilling over to other areas and getting that person into trouble with authority figures at school.”

(child in boarding school)

## Do you feel safe where you live or stay?

This year, for the third time, we asked children whether they felt safe where they lived or stayed. Ninety-four per cent of children said they felt safe ‘always’ or ‘most of the time’. Last year the equivalent figure was 96%.



View data in an [accessible table format](#).

## What children told us about feeling safe where they live or stay

“I feel safe and happy where I am I get on with my foster family really well.”  
(child in foster care)

“I love living here and I feel I can talk to staff about anything, I’ve had a difficult upbringing but I feel safe living in this home.”

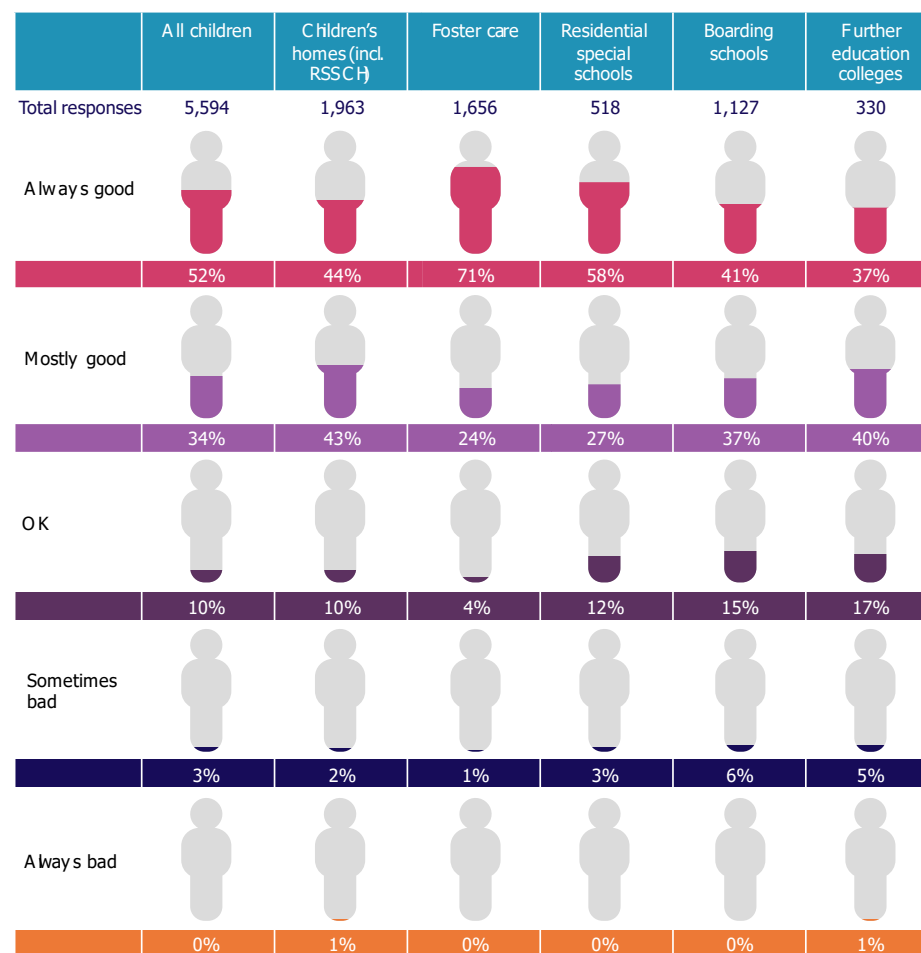
(child in children's home)

"If I feel unsafe I say and they help me find a solution or find someone else who can."

(child in foster care)

## How well do you get on with the adults where you live?

This year, for the first time, we asked children how they got on with the adults who they live with. If they were in foster care, we asked them how they got on with their foster family. Ninety-six per-cent of all children who responded said the way they got on with the adults where they lived was 'always good', 'mostly good' or 'OK'.



View data in an [accessible table format](#).

## What children told us about their relationships with the adults where they live or stay

"I enjoy my time at residential. I like structure and lots of physical activities. I get on better with staff."

(child in residential special school)

"I love living with my carers they make me feel special and give me lots of hugs when I need them."

(child in foster care)

“I lack a lot of confidence and do not like to let anyone know when I need help as I am very quiet and find it hard to make friends with people as I do not mix with people out of school only my family but I would love to have an advocate and go out with them.”

(child in children’s home)

“i always feel happy and safe and everyone is very kind and welcoming and helpful and supportive and funny. i love the actives and the nail day every Wednesday night and i love picking out the movies and having a laugh with the staff and having a good time. i am always happy to come back to the residential and i love having my own room and fridge and my space. and i love going to tesco every monday night and seeing the animals on monday night after tesco run. i am always having a laugh with other students and the staff.”

(child in further education college)

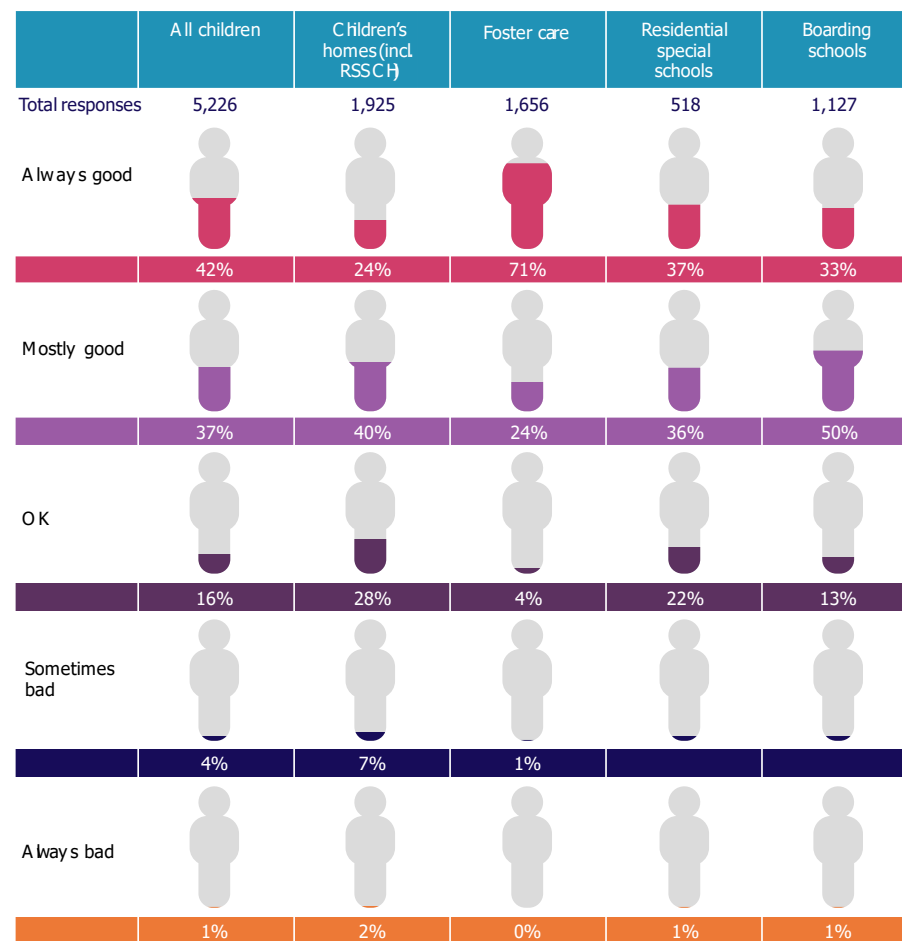
“I really enjoy being in this school, I like the sisterhood between the girl [s]. I left my country to come here and I feel like my journey all the way here is worth it. I don’t think I would find a better school than this [name of the school] I feel happy all the time, the times that I may feel down there is always people around me to take care of me and try their best to make me happy, whether it is a staff member or a friend. I hope this school will always stay open so that other people around the world can experience what I experienced.”

(child in boarding school)



# How well do you get on with the other children where you live or stay?

We asked children to tell us how they got on with the other children where they lived or stayed or, if they were in foster care, how they got on with their foster family. Seventy-nine percent of all children said that how they got on with others where they live or stay was 'always good' or 'mostly good'.



View data in an [accessible table format](#).

## What children told us about how they got on with the other children where they live or stay

“I go to my respite house a few days a month but woud like more time there as i am non verbal so find it challenging to have friendships outside of school and respite.”  
(parent of child in children’s home)

“[name of home] is good because you get a keyworker, it is good sleeping over, it makes me feel like a more independent adult ,it is lovely seeing your friends and my night keyworker.”  
(child in children’s home)

“The house is like a big family where everyone gets on. I moved here in August 2020 and have liked it here. Staff helped me get into a Cricket team, football team, Gym, Boxing club, swimming and others aswel.”  
(child in children’s home)

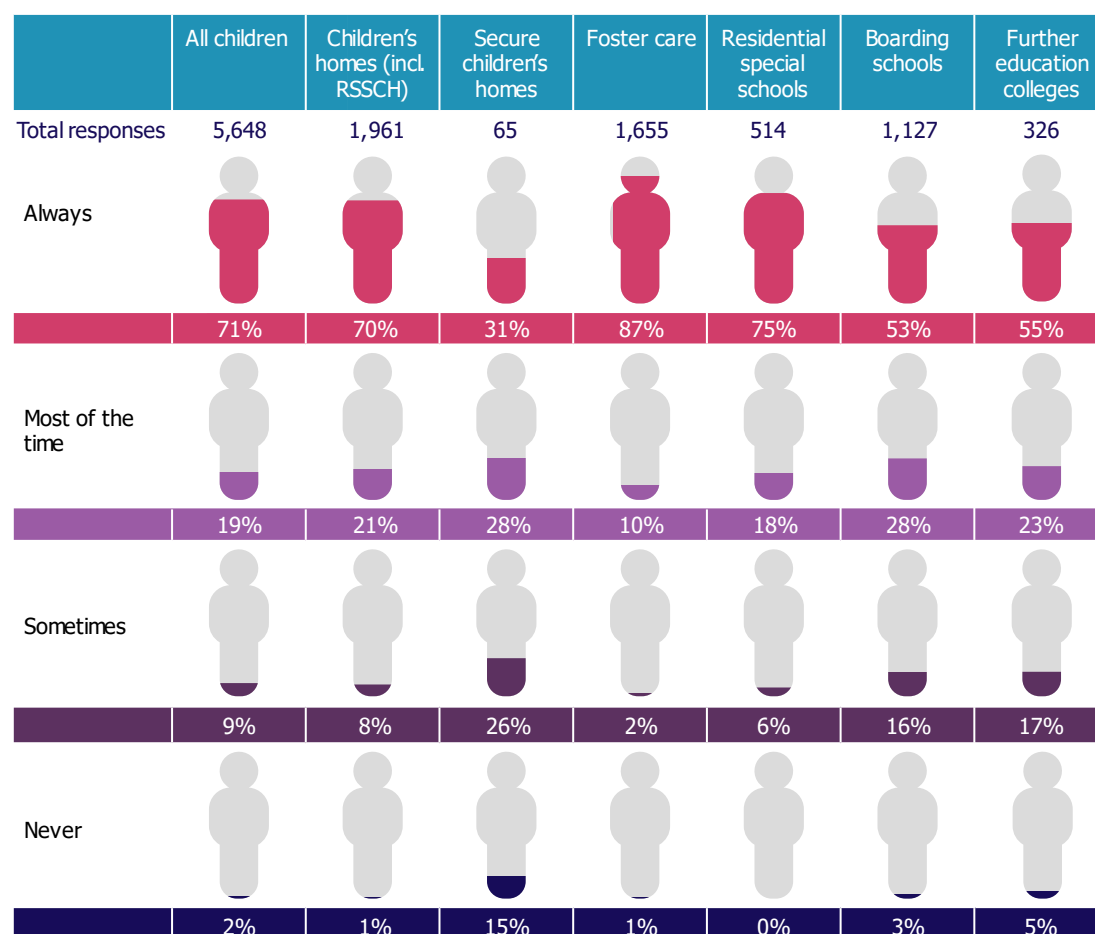
“I never thought I would say this but I do like it here with my foster parent she is kind caring. Also she listens to all my moaning, never judges me. She needs a medal.”  
(child in foster care)

“We do prep for too long. Instead we should cut it a little bit and do some fun things if we have no work.”  
(child in boarding school)

## **Do staff/carers listen to you if you are feeling upset or worried?**

Ninety percent of all children responded that ‘always’ or ‘most of the time’ they felt they were listened to by staff and/or carers if they were feeling upset or worried. For those in foster care, this was 97% of the children who responded.

This year, 19% of children in boarding schools and 22% of children in residential accommodation in further education felt that they ‘sometimes’ or ‘never’ had someone to talk to. Concerningly, this is an increase on last year.



View data in an [accessible table format](#).

## What children told us about having someone who listened if they were feeling upset or worried

“We acutely love being with the foster family we are with now as they are so caring and lovely and listen to my problems they have taught me how to be a good mum to my little boy. I get along so well with the family and they get along with me and my little boy.”  
(child in foster care)

“I have been feeling really happy to being here at [name of home] and as going forward. I would like to continue to live here until i’m 18 because I feel like staff always support me in the best way as possible. They are kind, patient, considerate, honest and also a good listener and knows how to support other young people in the best way as possible.”  
(child in children’s home)

“Good trips. People listen to what we say. Helped me not get in trouble. When we get our week we go really good places. Teaching me to read.”  
(child in residential special school)

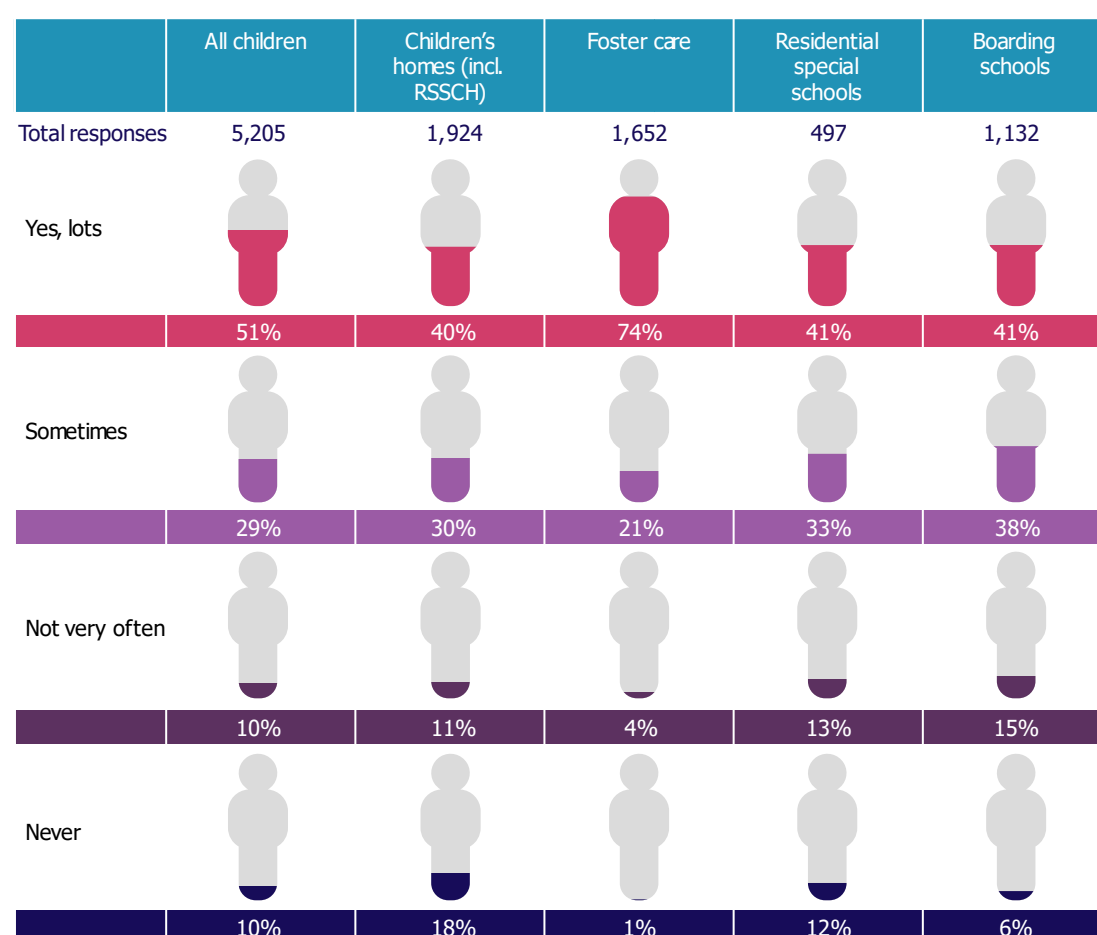
“I feel a bigger effort should be made for more coherent communication amongst staff towards boarders.”  
(child in boarding school)

“The school has the wellbeing centre which can help people with their mental health but it is very booked so sometimes people who do need help can't be. Sometimes students aren't really listened to and some facilities need a bigger push than the funding going to ones that don't really need it. I have to say that the treatment to students when it comes to expulsion and suspension is weird people get expelled for one and others do the same things and get let of. constant offenders get away with actions for undescribed reasons.”  
(child in boarding school)

## In the last week, did you do something fun?

This year, for the first time, we asked children whether they had done something fun with their friends away from where they lived or stayed.

Ninety-five percent of children living in foster care said that they had done something fun 'lots' or 'sometimes'. However, for children living elsewhere, this proportion was not as high.



View the [data in an accessible table format](#).

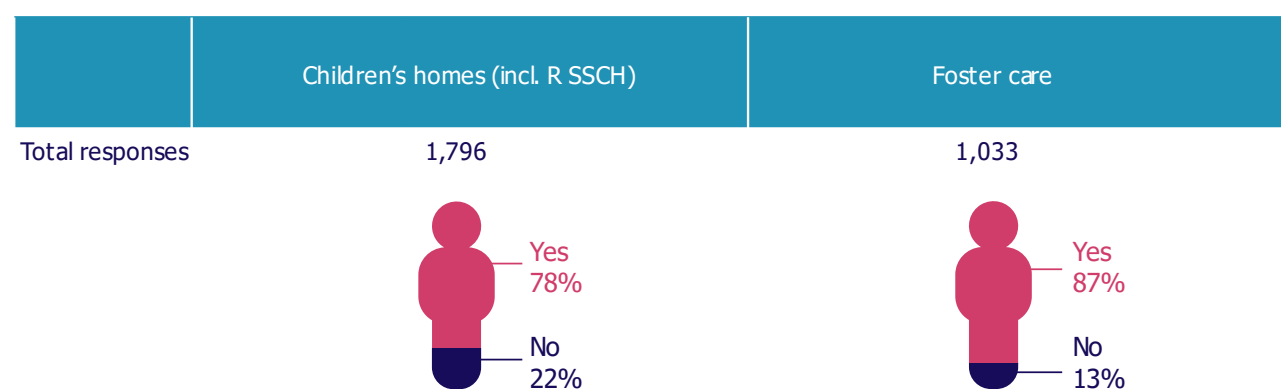
Some of the fun things children told us they have done

- baking
- watching films
- doing arts and crafts
- going on walks locally or being out in the countryside
- having video calls with friends
- doing quizzes
- playing and watching sports

# If you are unhappy about something do you feel able to get in touch with your social worker?

This year, we asked children a number of questions about knowing who to get in touch with, including their social workers, if they were unhappy about something.

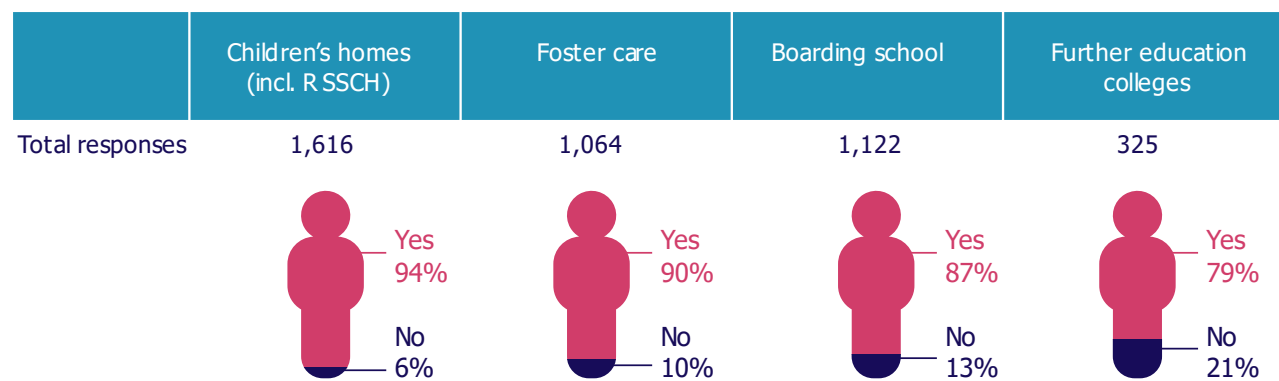
Seventy-eight percent of children in children's homes said 'yes' they felt able to get in touch with their social worker. This was higher for children in foster care at 87%.



View [data in an accessible table format](#).

# If you are unhappy about something do you know how to make a complaint?

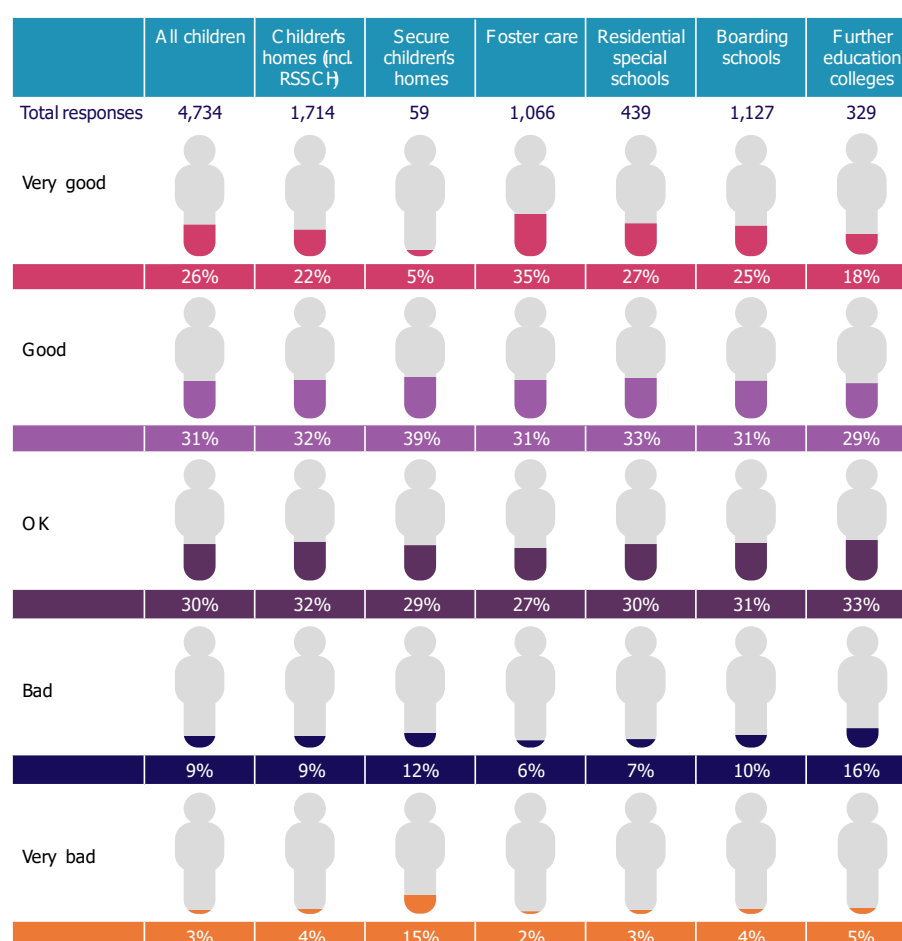
Most children said they knew how to make a complaint if they needed to. This was highest in children's homes, where 94% knew how to make a complaint. For children living in foster care, residential accommodation in boarding schools and residential accommodation in further education, the proportion was lower.



View [data in an accessible table format](#).

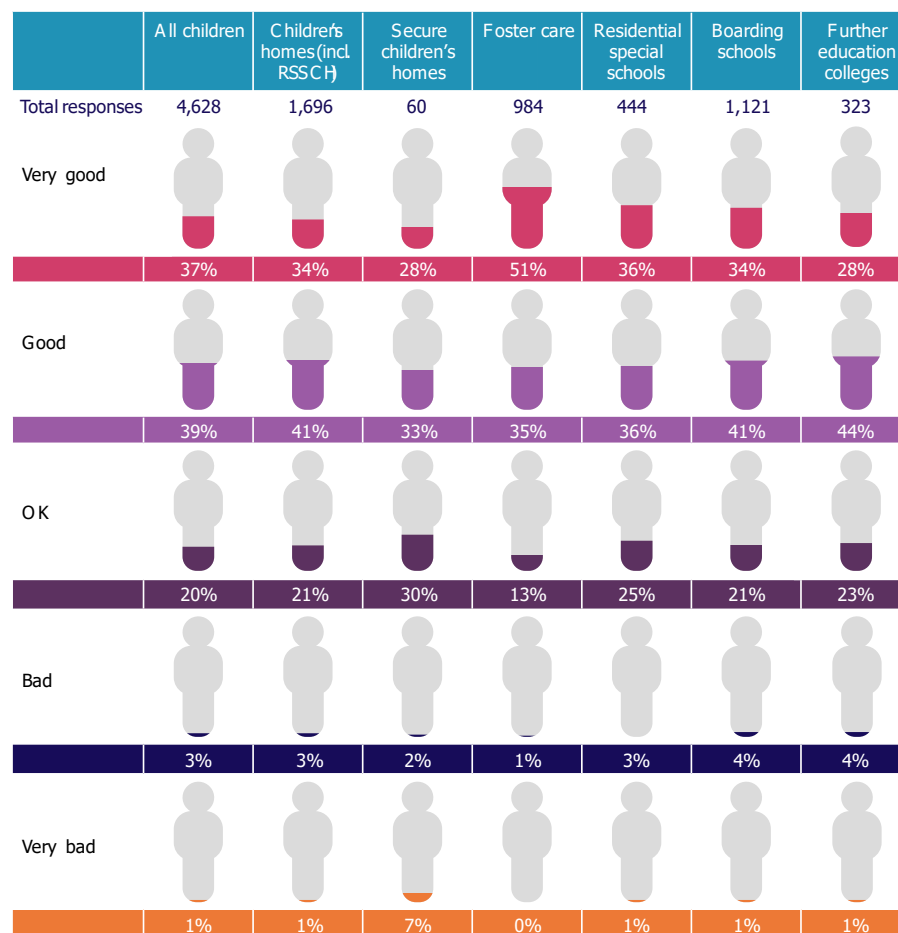
## We asked children to tell us how they rated their mental health and physical health

This was the first time we have asked this question. Eighty-seven percent of all children rated their mental health as either 'very good', 'good' or 'OK'. However, in secure children's homes, over a quarter of children rated their mental health as 'bad' or 'very bad'.



View [data as an accessible data table](#).

Ninety-six percent of all children rated their physical health as either 'very good', 'good' or 'ok'.



View [data in an accessible table format](#).

## What children told us about their mental and physical health

“The school and boarding staff have helped me when struggling with my mental health, I know who I can talk to and who I feel comfortable going to if I need help and overall the boarding house is a comfortable and safe environment, it really is a home away from [from] home for me and i’m so happy to be apart of this community.”  
(child in boarding school)

“Although my physical health and mental health are ok, neither of them are down to boarding but my own fitness activities and the support from my friends. On the weekends food is extremely insufficient, it is both not enough calories for an average person of 16-18 years old and fails to meet the guidelines of the governments eat well plate. This lack of nutrition and variation in my boarding diet is why I believe my physical health is below that of a none [non] boarding student my age when it comes to diet.”  
(child in boarding school)

“My foster carers are great and look after my well being well as well as everyone else living here. In addition [name of foster agency] also helps us as they encourage us to do activities. An example of this is when they took us out to a local park or when we did paintballing.”  
(child in foster care)

“My physical health over the past 3 years has been a vicious circle, however this has improved greatly with support from staff, and I am now feeling able to go out on activities and into the community.”  
(child in children’s home)

“Sometimes it feels like I’m not heard or listened too. And that makes me frustrated. Doesn’t always feel like the careers care because they’re so busy and feels like I’m pushed to aside.”  
(child in children’s home)

## **We asked children to tell us how the people that care for them have helped them to cope with the COVID-19 pandemic**

Some children said that adults who cared for them taught them about good hygiene routines. They reminded them to wash their hands regularly and provided hand sanitiser. Some children said that they were entertained by the people who looked after them when they were unable to go out or were unwell with COVID-19. They said that adults had brought them more games to play, given them more access to games consoles and organised fun activities like baking and trips out of the place where they live, if they were well enough. A number of children said that they were encouraged to have their vaccinations. Some children said that staff or carers had made sure that they kept in contact with their families. Many children said that they were helped to carry on with school work or were home schooled.

Thank you to everyone who has completed our surveys and shared their views with us.



# Annex of data figures

## Data for Figure 2: number of responses

|  | Total number | Always | Most of the time | Sometimes | Never |
|--|--------------|--------|------------------|-----------|-------|
| All children   | 5,669        | 3,750  | 1,391            | 463       | 65    |
| Children's homes (including Residential Special School registered as Children's Homes) | 1,973        | 1,346  | 471              | 137       | 19    |
| Secure children's homes  | 65           | 17     | 15               | 25        | 8     |
| Foster care  | 1,654        | 1,473  | 150              | 29        | 2     |
| Residential special schools  | 520          | 355    | 122              | 39        | 4     |
| Boarding schools   | 1,127        | 423    | 506              | 173       | 25    |
| Further education colleges   | 330          | 136    | 127              | 60        | 7     |

## Data for Figure 2: percentage of responses

|  | Always | Most of the time | Sometimes | Never |
|--|--------|------------------|-----------|-------|
| All children   | 66%    | 25%              | 8%        | 1%    |
| Children's homes (including Residential Special School registered as Children's Homes) | 68%    | 24%              | 7%        | 1%    |
| Secure children's homes  | 26%    | 23%              | 38%       | 12%   |
| Foster care  | 89%    | 9%               | 2%        | 0%    |
| Residential special schools  | 68%    | 23%              | 8%        | 1%    |
| Boarding schools   | 38%    | 45%              | 15%       | 2%    |
| Further education colleges   | 41%    | 38%              | 18%       | 2%    |

See [Figure 2](#).

## Data for Figure 3: number of responses

|                                | Total number | Always | Most of the time | Sometimes | Never |
|--------------------------------|--------------|--------|------------------|-----------|-------|
| All children                   | 5,589        | 4,145  | 1,016            | 261       | 67    |
| Children's homes (incl. RSSCH) | 1,969        | 1,444  | 397              | 103       | 25    |

|                                    |       |       |     |    |    |
|------------------------------------|-------|-------|-----|----|----|
| <b>Foster care LAF and IFA</b>     | 1,647 | 1,520 | 105 | 21 | 1  |
| <b>Residential special schools</b> | 514   | 391   | 98  | 19 | 6  |
| <b>Boarding schools</b>            | 1,128 | 69    | 324 | 89 | 25 |
| <b>Further education colleges</b>  | 331   | 200   | 92  | 29 | 10 |

**Data for Figure 3: percentage of responses**

|                                       | <b>Always</b> | <b>Most of the time</b> | <b>Sometimes</b> | <b>Never</b> |
|---------------------------------------|---------------|-------------------------|------------------|--------------|
| <b>All children</b>                   | 76%           | 18%                     | 5%               | 1%           |
| <b>Children's homes (incl. RSSCH)</b> | 73%           | 20%                     | 5%               | 1%           |
| <b>Foster care LAF and IFA</b>        | 92%           | 6%                      | 1%               | 0%           |
| <b>Residential special schools</b>    | 76%           | 19%                     | 4%               | 1%           |
| <b>Boarding schools</b>               | 61%           | 29%                     | 8%               | 2%           |
| <b>Further education colleges</b>     | 60%           | 28%                     | 9%               | 3%           |

See [Figure 3](#).

**Data for Figure 4: number of response**

|                                       | <b>Total number</b> | <b>Always good</b> | <b>Mostly good</b> | <b>OK</b> | <b>Sometimes bad</b> | <b>Always bad</b> |
|---------------------------------------|---------------------|--------------------|--------------------|-----------|----------------------|-------------------|
| <b>All children</b>                   | 5,594               | 2,934              | 1,929              | 554       | 152                  | 25                |
| <b>Children's homes (incl. RSSCH)</b> | 1,963               | 868                | 842                | 201       | 37                   | 15                |
| <b>Foster care LAF &amp; IFA</b>      | 1,656               | 1,181              | 399                | 60        | 14                   | 2                 |
| <b>Residential special schools</b>    | 518                 | 300                | 140                | 63        | 13                   | 2                 |
| <b>Boarding schools</b>               | 1,127               | 463                | 416                | 174       | 70                   | 4                 |
| <b>Further education colleges</b>     | 330                 | 12                 | 132                | 56        | 18                   | 2                 |

**Data for Figure 4: percentage of responses**

|                     | <b>Always good</b> | <b>Mostly good</b> | <b>OK</b> | <b>Sometimes bad</b> | <b>Always bad</b> |
|---------------------|--------------------|--------------------|-----------|----------------------|-------------------|
| <b>All children</b> | 52%                | 34%                | 10%       | 3%                   | 0%                |

|                                       |     |     |     |    |    |
|---------------------------------------|-----|-----|-----|----|----|
| <b>Children's homes (incl. RSSCH)</b> | 44% | 43% | 10% | 2% | 1% |
| <b>Foster care LAF &amp; IFA</b>      | 71% | 24% | 4%  | 1% | 0% |
| <b>Residential special schools</b>    | 58% | 27% | 12% | 3% | 0% |
| <b>Boarding schools</b>               | 41% | 37% | 15% | 6% | 0% |
| <b>Further education colleges</b>     | 37% | 40% | 17% | 5% | 1% |

See [Figure 4](#).

**Data for Figure 5: number of responses**

|                                       | <b>Total number</b> | <b>Always good</b> | <b>Mostly good</b> | <b>OK</b> | <b>Sometimes bad</b> | <b>Always bad</b> |
|---------------------------------------|---------------------|--------------------|--------------------|-----------|----------------------|-------------------|
| <b>All children</b>                   | 5226                | 2199               | 1917               | 852       | 205                  | 53                |
| <b>Children's homes (incl. RSSCH)</b> | 1,925               | 455                | 763                | 539       | 126                  | 42                |
| <b>Foster care LAF and IFA</b>        | 1,656               | 1,181              | 399                | 60        | 14                   | 2                 |
| <b>Residential special schools</b>    | 518                 | 190                | 189                | 112       | 24                   | 3                 |
| <b>Boarding schools</b>               | 1127                | 373                | 566                | 141       | 41                   | 6                 |

**Data for Figure 5: percentage of responses**

|                                       | <b>Always good</b> | <b>Mostly good</b> | <b>OK</b> | <b>Sometimes bad</b> | <b>Always bad</b> |
|---------------------------------------|--------------------|--------------------|-----------|----------------------|-------------------|
| <b>All children</b>                   | 42%                | 37%                | 16%       | 4%                   | 1%                |
| <b>Children's homes (incl. RSSCH)</b> | 24%                | 40%                | 28%       | 7%                   | 2%                |
| <b>Foster care LAF and IFA</b>        | 71%                | 24%                | 4%        | 1%                   | 0%                |
| <b>Residential special schools</b>    | 37%                | 36%                | 22%       | 3%                   | 1%                |
| <b>Boarding schools</b>               | 33%                | 50%                | 13%       | 4%                   | 1%                |

See [Figure 5](#).

**Data for Figure 6: number of responses**

|                     | <b>Total number</b> | <b>Always</b> | <b>Most of the time</b> | <b>Sometimes</b> | <b>Never</b> |
|---------------------|---------------------|---------------|-------------------------|------------------|--------------|
| <b>All children</b> | 5,648               | 3,999         | 1,063                   | 488              | 98           |

|                                       |       |       |     |     |    |
|---------------------------------------|-------|-------|-----|-----|----|
| <b>Children's homes (incl. RSSCH)</b> | 1,961 | 1,371 | 405 | 165 | 20 |
| <b>SCH</b>                            | 65    | 20    | 18  | 17  | 10 |
| <b>Foster care LAF and IFA</b>        | 1,655 | 1,446 | 162 | 40  | 7  |
| <b>Residential special schools</b>    | 514   | 384   | 91  | 32  | 7  |
| <b>Boarding schools</b>               | 1,127 | 599   | 312 | 179 | 37 |
| <b>Further education colleges</b>     | 326   | 179   | 75  | 55  | 17 |

**Data for Figure 6: percentage of responses**

|                                       | <b>Always</b> | <b>Most of the time</b> | <b>Sometimes</b> | <b>Never</b> |
|---------------------------------------|---------------|-------------------------|------------------|--------------|
| <b>All children</b>                   | 71%           | 19%                     | 9%               | 2%           |
| <b>Children's homes (incl. RSSCH)</b> | 70%           | 21%                     | 8%               | 1%           |
| <b>SCH</b>                            | 31%           | 28%                     | 26%              | 15%          |
| <b>Foster care LAF and IFA</b>        | 87%           | 10%                     | 2%               | 7 1%         |
| <b>Residential special schools</b>    | 75%           | 18%                     | 6%               | 0%           |
| <b>Boarding schools</b>               | 53%           | 28%                     | 16%              | 3%           |
| <b>Further education colleges</b>     | 55%           | 23%                     | 17%              | 5%           |

See [Figure 6](#).

**Data for Figure 7: number of responses**

|                                       | <b>Total number</b> | <b>Yes lots</b> | <b>Sometimes</b> | <b>Not very often</b> | <b>Never</b> |
|---------------------------------------|---------------------|-----------------|------------------|-----------------------|--------------|
| <b>All children</b>                   | 5,205               | 2,670           | 1,525            | 511                   | 499          |
| <b>Children's homes (incl. RSSCH)</b> | 1,924               | 771             | 583              | 221                   | 349          |
| <b>Foster care LAF and IFA</b>        | 1,652               | 1,228           | 346              | 58                    | 20           |
| <b>Residential special schools</b>    | 497                 | 206             | 164              | 67                    | 60           |
| <b>Boarding schools</b>               | 1,132               | 465             | 432              | 165                   | 70           |

**Data for Figure 7: percentage of responses**

|                                       | <b>Yes lots</b> | <b>Sometimes</b> | <b>Not very often</b> | <b>Never</b> |
|---------------------------------------|-----------------|------------------|-----------------------|--------------|
| <b>All children</b>                   | 51 %            | 29%              | 10%                   | 10%          |
| <b>Children's homes (incl. RSSCH)</b> | 40%             | 30%              | 11%                   | 18%          |
| <b>Foster care LAF and IFA</b>        | 74%             | 21 %             | 4%                    | 1%           |
| <b>Residential special schools</b>    | 41%             | 33%              | 13%                   | 12%          |
| <b>Boarding schools</b>               | 41%             | 38%              | 15%                   | 6%           |

See [Figure 7](#).

#### Data for Figure 8: number of responses

|                                       | <b>Total responses</b> | <b>Yes</b> | <b>No</b> |
|---------------------------------------|------------------------|------------|-----------|
| <b>Children's homes (incl. RSSCH)</b> | 1,796                  | 1,408      | 388       |
| <b>Foster care</b>                    | 1,033                  | 903        | 130       |

#### Data for Figure 8: percentage of responses

|                                       | <b>Yes</b> | <b>No</b> |
|---------------------------------------|------------|-----------|
| <b>Children's homes (incl. RSSCH)</b> | 78%        | 22%       |
| <b>Foster care</b>                    | 87%        | 13%       |

[See Figure 8](#).

#### Data for Figure 9: number of responses

|                                       | <b>Total number</b> | <b>Yes</b> | <b>No</b> |
|---------------------------------------|---------------------|------------|-----------|
| <b>Children's homes (incl. RSSCH)</b> | 1,616               | 1,511      | 105       |
| <b>Foster care</b>                    | 1,064               | 958        | 106       |
| <b>Boarding school</b>                | 1,122               | 976        | 146       |
| <b>Further education colleges</b>     | 325                 | 258        | 67        |

#### Data for Figure 9: percentage of responses

|                                       | <b>Yes</b> | <b>No</b> |
|---------------------------------------|------------|-----------|
| <b>Children's homes (incl. RSSCH)</b> | 94%        | 6%        |
| <b>Foster care</b>                    | 90%        | 10%       |
| <b>Boarding school</b>                | 87%        | 13%       |
| <b>Further education colleges</b>     | 79%        | 21%       |

[See Figure 9.](#)

**Data for Figure 10: number of responses**

|                                       | <b>Total number</b> | <b>Very good</b> | <b>Good</b> | <b>OK</b> | <b>Bad</b> | <b>Very bad</b> |
|---------------------------------------|---------------------|------------------|-------------|-----------|------------|-----------------|
| <b>All children</b>                   | 4734                | 1,215            | 1,487       | 1,437     | 423        | 172             |
| <b>Children's homes (incl. RSSCH)</b> | 1,714               | 384              | 554         | 551       | 153        | 72              |
| <b>SCH</b>                            | 59                  | 3                | 23          | 17        | 7          | 9               |
| <b>Foster care</b>                    | 1,066               | 369              | 326         | 284       | 69         | 18              |
| <b>Residential special schools</b>    | 439                 | 120              | 145         | 131       | 29         | 14              |
| <b>Boarding schools</b>               | 1,127               | 280              | 344         | 345       | 114        | 44              |
| <b>Further education colleges</b>     | 329                 | 59               | 95          | 109       | 51         | 15              |

**Data for Figure 10: percentage of responses**

|                                       | <b>Very good</b> | <b>Good</b> | <b>OK</b> | <b>Bad</b> | <b>Very bad</b> |
|---------------------------------------|------------------|-------------|-----------|------------|-----------------|
| <b>All children</b>                   | 26%              | 31%         | 30%       | 9%         | 3%              |
| <b>Children's homes (incl. RSSCH)</b> | 22%              | 32%         | 32%       | 9%         | 4%              |
| <b>SCH</b>                            | 5%               | 39%         | 29%       | 12%        | 15%             |
| <b>Foster care</b>                    | 35%              | 31%         | 27%       | 6%         | 2%              |
| <b>Residential special schools</b>    | 27%              | 33%         | 30%       | 7%         | 3%              |
| <b>Boarding schools</b>               | 25%              | 31%         | 31%       | 10%        | 4%              |
| <b>Further education colleges</b>     | 18%              | 29%         | 33%       | 16 %       | 5%              |

[See Figure 10.](#)

**Data for Figure 11: number of responses**

|                                       | <b>Total number</b> | <b>Very good</b> | <b>Good</b> | <b>OK</b> | <b>Bad</b> | <b>Very bad</b> |
|---------------------------------------|---------------------|------------------|-------------|-----------|------------|-----------------|
| <b>All children</b>                   | 4,628               | 1,721            | 1,813       | 920       | 133        |                 |
| <b>Children's homes (incl. RSSCH)</b> | 1,696               | 571              | 689         | 360       | 56         | 20              |
| <b>SCH</b>                            | 60                  | 17               | 20          | 18        | 1          | 4               |
| <b>Foster care</b>                    | 984                 | 501              | 347         | 126       | 9          | 1               |
| <b>Residential special schools</b>    | 444                 | 159              | 159         | 109       | 13         | 4               |

|                                   |       |     |     |     |    |   |
|-----------------------------------|-------|-----|-----|-----|----|---|
| <b>Boarding schools</b>           | 1,121 | 384 | 466 | 232 | 41 | 8 |
| <b>Further education colleges</b> | 323   | 89  | 142 | 75  | 13 | 4 |

#### Data for Figure 11: percentage of responses

|                                       | Very good | Good | OK  | Bad | Very bad |
|---------------------------------------|-----------|------|-----|-----|----------|
| <b>All children</b>                   | 37%       | 39%  | 20% | 3%  | 1%       |
| <b>Children's homes (incl. RSSCH)</b> | 34%       | 41%  | 21% | 3%  | 1%       |
| <b>SCH</b>                            | 28%       | 33%  | 30% | 2%  | 7%       |
| <b>Foster care</b>                    | 51%       | 35%  | 13% | 1%  | 0%       |
| <b>Residential special schools</b>    | 36%       | 36%  | 25% | 3%  | 1%       |
| <b>Boarding schools</b>               | 34%       | 41%  | 21% | 4%  | 1%       |
| <b>Further education colleges</b>     | 28%       | 44%  | 23% | 4%  | 1%       |

[See Figure 11.](#)

## Notes

1. 'Adoption services' includes voluntary adoption agencies and local authority adoption services. We sent the surveys to regional adoption agencies where they now carry out some local authorities' adoption functions. 'Fostering services' includes independent fostering agencies and local authority fostering services. [↵](#)
2. Under the Care Standards Act 2000, Ofsted has the powers to inspect these types of services. There is no law to say that children, staff and professionals have to share their views with us through this survey. It is optional, and we highly value the information we receive. [↵](#)
3. We do not inspect individual foster carers. We inspect the local authorities and agencies that recruit them. [↵](#)
4. For more on how we use information, see our [privacy notice](#). [↵](#)
5. The data throughout the report has been rounded to the nearest whole number. This means that some percentages may not add up to exactly 100%. [↵](#)
6. ['Children looked after in England including adoption: 2022'](#), Department for Education, 2022. [↵](#)
7. ['Children looked after in England including adoption: 2022'](#), Department for Education, 2022. [↵](#)
8. In relation to children's homes and fostering services, the responses from children do not solely relate to children looked after. A number of children who are not looked after receive services: for example, children who receive short breaks or are placed under other arrangements. Most users of short breaks are children who have special educational needs and/or disabilities, but other children in need may also receive short breaks. The breaks usually have 2 aims: to enable the child to participate in fun, interesting and safe activities and to provide a break for parents. [↵](#)

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