

# Bure Park Specialist Academy

16a Keyes Avenue, Great Yarmouth, NR30 4AE

Residential provision inspected under the social care common inspection framework

## Information about this residential special school

Bure Park Specialist Academy is a day and residential special school in Great Yarmouth that caters for boys who experience social, emotional and mental health difficulties.

The residential provision comprises three purpose-built houses situated in the school grounds. The school is a member of Broad Horizons Educational Multi-Academy Trust.

There are 88 pupils on roll, 23 stay in the boarding provision for up to 4 nights a week. The inspectors met and spoke with several boarders during the inspection.

The inspector only inspected the social care provision at the school.

The head of care has been in post since April 2021 and has a relevant qualification.

### Inspection dates: 3 to 5 March 2026

**Overall experiences and progress of children and young people, taking into account** **outstanding**

How well children and young people are helped and protected **outstanding**

The effectiveness of leaders and managers **outstanding**

The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

**Date of previous inspection:** 14 January 2025

**Overall judgement at last inspection:** outstanding

## **Inspection judgements**

### **Overall experiences and progress of children and young people: outstanding**

The leaders, managers and staff have created a warm, loving and nurturing environment where children are safe and cared for extremely well. Children remain central to everything that the staff do. This supports the children to enjoy positive and enriching experiences that contributes to them achieving outstanding outcomes.

Leaders and managers have developed precise tools that seek to capture the excellent progress that all children are making. Targets are set and regularly reviewed to ensure the children's progress or barriers to progress, are continually monitored and reviewed. The wider staff team work collaboratively to ensure children are given every opportunity to progress in all areas of their lives and have an excellent time at the residential provision.

Staff in the school and residence work very closely together allowing for a seamless transition at the start and end of the school day. This transition is supported by excellent routines that are fully embedded and consider the needs of the children.

Children are regularly consulted with about which activities they wish to participate in. Staff listen to their requests and then structure activities that balance requests, opportunities for enjoyment and learning and new experiences. These activities also allow for peer relationships to be developed or enhanced.

Therapeutic approaches to supporting the children continue to be embedded in the staff practice. These are continually reviewed to determine if the approach remains appropriate or if improvements are needed, with the ultimate aim of continuing to improve the outcomes for children.

Leaders and managers are extremely keen to provide additional support to children and their families when they need it. New initiatives have been developed such as a school food bank and inviting parents into school to provide them with training that aligns with the staff approach to supporting the children. These admirable actions seek to deliver much needed help for families and reinforces the special relationship that staff have with parents.

### **How well children and young people are helped and protected: outstanding**

Safeguarding is a priority in the whole school. Staff undertake a full range of training to enhance their safeguarding skills and knowledge. This training is continually built on to ensure that the staff have the skills and knowledge to keep the children safe. There are a high number of safeguarding leads at the school. These help to ensure awareness of safeguarding policies and procedures remain a priority. Leaders and managers continually reflect and disseminate learning to the wider team to ensure

knowledge is continually developed. Staff are clear about how to raise concerns and the reporting mechanisms they must use.

Staff are exceptionally knowledgeable about the children. They constantly apply the known theoretical strategies to understand and effectively manage difficult emotions and behaviours. The overall effect is that there is a marked decrease in the boys becoming dysregulated.

There have been several physical interventions in residence. Staff have responded in a safe and proportionate manner. Children are provided with time to consider their behaviour and what they could do differently when their feelings begin to escalate next time.

A low number of children leave the site without permission. Staff are responsive during these incidents and follow relevant procedures to ensure the safe return of children. In addition, a small number of allegations have been reported. These reflect the strong and safe relationships that exist between the children and staff.

Medication processes at the provision are safe, well-organised, and effectively managed. Staff follow clear procedures for administering and recording medication. There have not been any medication errors since the last inspection. This reflects the clear understanding that staff have about their responsibilities when administering medication.

### **The effectiveness of leaders and managers: outstanding**

The headteacher and head of care are deeply committed to children in their care. Both are aspirational, future focused and striving for transformative outcomes for the children. In addition, they recognise the barriers that families can face when there is a child with additional needs in the family. As such, they provide support to the whole family unit.

Leaders and managers recognise the value of a skilled and knowledgeable workforce, and they invest in their staff team. They continually seek development opportunities for all staff that enhances their competence and abilities to deliver outstanding care.

Staff are of the view that the leaders and managers are highly supportive of them. Staff appreciate the consideration given to their personal circumstances and when possible, shifts are adapted to accommodate their home-life demands. Staff are very grateful for this approach. It allows them to maintain their roles in school and residence which they value.

The trustees are very committed to the residential provision. They are keenly interested and incredibly supportive of the provision and how it positively impacts on the children's lives. Through their regular visits they are assured that children remain safe and practice is child centred.

The head of care has developed efficient and effective systems that reflect a highly organised setting. Staff plan very well and gather resources to ensure that children have the best possible experience that enhances their lives.

## **What does the residential special school need to do to improve?**

### **Recommendation**

- School leaders should ensure that all records are clear and reflect all the actions taken.

### **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people using the social care common inspection framework. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

## **Residential special school details**

**Social care unique reference number:** 2644536

**Headteacher/teacher in charge:** Miss Hayley Ross

**Type of school:** Residential Special School

**Telephone number:** 01493 807390

**Email address:** head@bureparkacademy.co.uk

## **Inspectors**

Lizette Watts, Social Care Inspector

Lexi Mitchell, Social Care Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026