

Oxford Brookes University  
Department of Education

This dissertation is submitted to the  
Department of Education, Oxford Brookes University  
in partial fulfilment for the degree Master of arts in Education

**An examination of the pastoral systems within a successful, selective,  
non-maintained residential special school for 11 - 18 hearing  
impaired students.**

by

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September 1999

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## **Abstract**

This study is an examination of the pastoral systems within a successful, selective, non-maintained residential special school for hearing-impaired students aged 11 to 18, with conclusions that affirm the mainstream literature. Data concerning the perceived value, measurability and place of pastoral activity in the curriculum was gathered from all consumers through questionnaires, interviews, a diary and analysis of the school's latest OFSTED inspection report. The study concludes that effective pastoral care can and does support learning but the systems in operation need to be understood by all consumers within an institution and require commitment, training and careful management.