

1. Sometimes it helps to be very concrete about our aims and ambitions for what we are trying to do. Without exact numbers to frame the possible paths of future growth it can all seem unrealistic or unknowable.
2. So this is not intended to give very much insight into the intangibles, the ethos or vision. However it does need a bit of background!
3. There is a movement in a number of fields to re-emphasise the importance of the Human Scale. Books like *Small is Beautiful: A Study of Economics as if People Mattered* (Schumacher, 1973) and *Human Scale* (Kirkpatrick Sale, 1980) inspired the education reform movement called **Human Scale Education** or HSE (hse.org.uk). The aims of this movement are very much in line with our own wishlists:
 1. Small size. Schools of learning communities of 250 to 300 students.
 2. Small teams of between 4 and 6 teachers, learning mentors and learning support assistants who will see no more than between 80 to 90 learners each week
 3. A curriculum that is thematic, cross disciplinary and holistic.
 4. A timetable that is flexible with blocks of time that makes provision for whole class teaching, small group teaching and individual learning. Teacher planning and evaluation timetabled.
 5. Pedagogy is inquiry-based, experiential and supported by ICT.
 6. Assessment that involves Assessment for Learning approaches of dialogue, negotiation and peer review and develops forms of Authentic Assessment, such as portfolio, exhibition and performance.
 7. Student voice involving students in the learning arrangements and organisation of the school.
 8. Genuine partnership with parents and the community.
4. The driving force behind HSE was Satish Kumar (co-founder of Schumacher College and editor of *Resurgence* magazine) who founded The Small School in Devon (1982) for a maximum of 40 pupils. Sadly this seems to be closing, or being transformed into a “new centre for education, environment and the arts”.
5. In the early days of the HSE it had three main planks: 1. small schools, 2. mini-schooling within large schools and 3. flexi-schooling. The last two disappeared in practice until they were picked up by Philip and Annabel Toogood in an offshoot of HSE called the Centre for Personalised Education (CPE).
6. There has also been a lot of research in recent years on discovering the optimal sizes for different human groupings. For a school 40 seems too small while 250-300 seems to be on the large side. The most popular suggestion is 150, which is 'Dunbar's Number'. This is based on many different estimates such as neolithic village sizes and the basic element of the Roman army. The suggestion is that this is the maximum number of people with whom one can maintain stable social relationships.
7. Below this there also appears to be an optimal small-group number of around 8-10. So putting this all together we have the following structure:
 1. 10 classes of 8 pupils each, ie 2 classes per year in the seniors.
 2. 20 overseas / international pupils, ie 2 in each class
 3. 10 pupils in the Preprep
 4. 10 pupils doing sixth form studies.

Year	Number	Year	Number	Teaching Staff	Other Staff
7 (MYP1)	8	7 (MYP1)	8	2	Principal
8 (MYP2)	8	8 (MYP2)	8	2	Registrar
9 (MYP3)	8	9 (MYP3)	8	2	Bursar
10 (MYP4)	8	10 (MYP4)	8	2	Admin

11 (MYP5)	8	11 (MYP5)	8	2	Kitchen
International Study Centre	20	ie 2 per class		1	Maintenance
Pre-prep	10			1	Grounds
Sixth form	10			1	Volunteers (5)
			Sums:	13	12
		ALL PUPILS	120	ALL STAFF	25

So the goal for the total size of this “unit” within IVE is about 145, ie 120 pupils and 25 staff (ratio of 5 pupils to every member of staff). Very rough current numbers would be something like this:

- Preprep 4 out of 10 (40%)
- Main school 24 out of 80 (30%)
- ISC 3 out of 20 (15%)
- Staff 15 out of 25 (60%)