



LONDON
MATHS & SCIENCE
COLLEGE

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School Development Plan

London Maths & Science College

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SCHOOL DEVELOPMENT PLAN

School Development Plan: Introduction of the Cambridge Curriculum (2025–2027)

Document reference: LMSC/SDP/CAM/01

Version: 1.1 (strengthened for Cambridge approval/monitoring, Ofsted/EIF, JCQ interface and evidence readiness)

Period covered: September 2025 – August 2027

Owner: Principal / Head of Centre

Approved by: Proprietor / Governing Body

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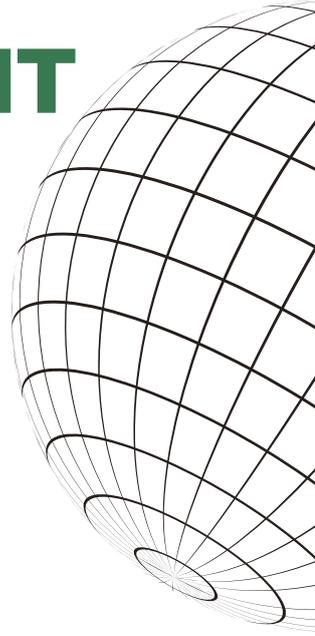


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1. Strategic Aim

To successfully introduce and embed Cambridge programmes and qualifications at London Maths & Science College (LMSC) so that they are:

- fully aligned with LMSC's mission and educational values;
 - compliant with **Cambridge International registration quality standards**, the **Cambridge Handbook 2026**, and related regulations (including **Key Times and Full Centre Supervision**);
 - delivered through high-quality teaching, learning and assessment across all relevant modes (in-person, online, hybrid);
 - appropriately resourced, managed and quality assured to secure strong learner outcomes and sustainable growth; and
 - integrated with LMSC's wider compliance duties under UK expectations (including safeguarding and quality of education) and, where applicable, **JCQ regulations** for other awarding organisations delivered by LMSC.
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2. Success Measures (by August 2027)

By August 2027, LMSC will evidence that:

1. **Centre approval and ongoing compliance**
 - LMSC is approved as a Cambridge International centre and remains compliant with Cambridge requirements, with positive outcomes from Cambridge visits/monitoring and timely closure of any actions.
2. **Learner outcomes**
 - At least **two cohorts** have completed Cambridge qualifications with outcomes meeting programme targets and showing year-on-year improvement (subject-level analysis included).
3. **Staff capability**
 - At least **80%** of staff involved in Cambridge delivery complete Cambridge-relevant CPD (Cambridge training/webinars, standardisation activities, and assessment literacy programmes), evidenced through logs and impact evaluation.
4. **Curriculum implementation**
 - Cambridge subject curriculum maps, schemes of work and assessment plans are embedded and consistently implemented across all Cambridge subjects.
5. **Exam integrity and secure administration**
 - Secure Cambridge exam administration is fully established and tested (including Key Times and Full Centre Supervision), with no security breaches and positive internal compliance checks.

6. **Learner/parent confidence and sustainable growth**

- Learner, parent/carer and staff feedback demonstrates confidence in Cambridge programmes and clarity on progression routes.
 - Growth occurs in a controlled manner without negative impact on quality or compliance.
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3. Priority Areas

The SDP is structured around five priority areas:

1. Leadership, Governance and Compliance for Cambridge
2. Curriculum Design, Timetabling and Progression
3. Teaching, Learning, Assessment and Staff Development
4. Examinations, Secure Administration and Data
5. Learner Experience, Communication and Growth

Each priority includes objectives, actions, responsibilities, timescales, success criteria and evidence requirements.

4. Detailed Development Plan

Priority 1: Leadership, Governance and Compliance for Cambridge

Outcome: Cambridge provision is strategically led, properly governed and fully compliant with the Cambridge Centre Agreement, Cambridge Handbook and registration quality standards.

Objective	Key actions	Lead	Timescale	Success criteria	Evidence
1.1 Establish clear leadership and governance structure for Cambridge provision	Confirm and document SMT responsibilities for Cambridge (Principal/Head of Centre; VP Academic; Exams Officer/Cambridge Exams Coordinator; Heads of Faculty; Quality Nominee; DSL/DDSL). Update organogram and job descriptions to reflect Cambridge accountability. Approve and minute governance arrangements.	Principal	By end of Term 1, Year 1	Roles and reporting lines are explicit; SMT/governors can describe accountability and escalation routes; Cambridge responsibilities reflected in documentation.	Organogram; job descriptions; governance minutes; role responsibility matrix
1.2 Ensure policies and procedures meet Cambridge	Map policies against Cambridge requirements (exams admin; malpractice; access arrangements; special consideration;	Quality Nominee / Exams Officer	Terms 1-2, Year 1	Policy suite cross-referenced; staff can demonstrate understanding; compliance checks	Policy register; staff briefings; compliance checklists; training logs

<p>expectations and UK expectations</p>	<p>secure storage; safeguarding; online safety; data protection; complaints/appeals). Update Cambridge-specific procedures (Key Times; Full Centre Supervision; internal component authentication; candidate communications). Staff briefings and sign-off.</p>			<p>show implementation not just publication.</p>	
<p>1.3 Achieve and maintain Cambridge centre approval and compliance</p>	<p>Complete Cambridge application accurately with supporting evidence; prepare for and host Cambridge approval/monitoring; action log maintained and closed within deadlines.</p>	<p>Principal / VP Academic</p>	<p>Year 1 and ongoing</p>	<p>Centre approved; no major non-compliance; all actions closed on time.</p>	<p>Cambridge approval letter; visit/monitoring reports; action log; evidence pack index</p>
<p>1.4 Establish a Cambridge Compliance Calendar and internal audit cycle (added)</p>	<p>Create annual calendar: Cambridge deadlines; entries windows; internal component checkpoints; secure materials checks; invigilator training; key times documentation; staff updates; annual review. Conduct internal audits at least termly against</p>	<p>Exams Officer / Quality Nominee</p>	<p>Term 1, Year 1 then termly</p>	<p>Audits completed termly; issues corrected promptly; audit trail maintained.</p>	<p>Compliance calendar; audit records; corrective actions log</p>

	Cambridge Handbook requirements.				
1.5 Strengthen safeguarding alignment for Cambridge delivery <i>(added)</i>	Ensure Cambridge learning (including online/hybrid) is explicitly within safeguarding scope; exam-period welfare plan; staff training records; escalation routes for vulnerabilities during exam series.	DSL / VP Pastoral	Term 1, Year 1 then ongoing	Safeguarding applies consistently; learners know reporting routes; exam series wellbeing support in place.	Safeguarding briefings; exam series welfare plan; learner induction materials

Priority 2: Curriculum Design, Timetabling and Progression

Outcome: Cambridge programmes are coherently designed, timetabled and integrated within LMSC's STEM and Business offer with clear progression routes.

Objective	Key actions	Lead	Timescale	Success criteria	Evidence
2.1 Select appropriate Cambridge qualifications and pathways	Analyse demand, progression routes and staffing capacity; consult stakeholders; confirm phased rollout (Year 1 pilot, Year 2 expansion); publish Cambridge subject list and progression routes.	VP Academic	Term 1, Year 1	Published offer and rationale; viability confirmed; progression routes clear; entry guidance consistent.	Curriculum map; prospectus; consultation notes; programme specifications (Appendix E format)
2.2 Develop schemes of work and assessment plans for Cambridge subjects	Heads of Faculty develop detailed schemes aligned to syllabus content/assessment objectives; set internal assessment points and mock series aligned to Cambridge windows; ensure practical/internal components are planned and authenticated where applicable.	Heads of Faculty	Terms 1-3, Year 1	SoW and assessment plans validated; staff consistently use Cambridge-aligned materials; internal QA confirms coverage and sequencing.	SoWs; assessment calendars; QA notes; standardisation minutes
2.3 Integrate Cambridge programmes into timetable	Build timetables ensuring sufficient guided learning hours and protected practical time; optimise	Data & Exams Systems	Term 2-3, Year 1 (for Year 2 start)	Timetable meets planned hours; learners can access coherent	Timetables; programme plans; rooming schedules

and group structures	options blocks; set class size thresholds; ensure online/hybrid delivery does not reduce curriculum entitlement.	Manager / VP Academic		programmes; resourcing is sustainable.	
2.4 Implement programme specification packs for every Cambridge programme <i>(added)</i>	Complete Programme Specification (Appendix E) for each Cambridge programme: entry guidance; hours; assessment plan; staffing; resources; compliance notes; risk controls; progression.	Programme Leads / Heads of Faculty	Term 2, Year 1 then annually	Programme specifications completed, version-controlled and reviewable; used in staff induction and Cambridge visits.	Programme packs; version history; induction checklists

Priority 3: Teaching, Learning, Assessment and Staff Development

Outcome: Teaching and assessment for Cambridge programmes are high quality, aligned to Cambridge standards and supported by targeted staff development.

Objective	Key actions	Lead	Timescale	Success criteria	Evidence
3.1 Build staff expertise in Cambridge syllabuses and assessment standards	Identify Cambridge teachers; training needs analysis; implement Cambridge CPD plan (training/webinars; exemplar marking; examiner reports use); create subject networks for shared resources and standardisation.	VP Academic / Heads of Faculty	Terms 1-3, Year 1 and ongoing	≥80% Cambridge teachers complete CPD by end of Year 2; confidence improves; assessment literacy demonstrable.	CPD logs; staff surveys; appraisal objectives
3.2 Embed Cambridge-style assessment and feedback	Design assessments using Cambridge formats; run mocks; use examiner reports/sample scripts for standardisation; implement feedback timelines and re-teach cycles.	Heads of Faculty / Quality Nominee	From Term 2, Year 1; termly	Mock outcomes inform interventions; work aligns to Cambridge objectives; marking consistency improves.	Mock scripts; standardisation minutes; assessment QA reports
3.3 Ensure high-quality teaching	Include Cambridge classes in observation schedule (including online/hybrid); coaching cycles; subject	VP Academic / Quality Nominee	Year 1 onwards	Teaching quality at least “good” with documented improvement;	Observation reports; coaching logs; PM records

across all modes	mentoring; performance management objectives linked to Cambridge delivery.			consistency across modes.	
3.4 Strengthen authenticity and academic integrity controls (added)	Implement coursework/internal task authenticity measures where applicable (staged checkpoints; supervised drafts; viva-style verification where appropriate; AI boundaries); integrate malpractice prevention into teaching routines.	Heads of Faculty / Quality Nominee	Term 2, Year 1 then ongoing	Reduced integrity concerns; staff and learners understand rules; strong evidence trail for authenticity.	Integrity briefings; checkpoints logs; malpractice prevention checklist

Priority 4: Examinations, Secure Administration and Data

Outcome: Cambridge examinations and assessments are administered securely and efficiently, with robust data management and analysis.

Objective	Key actions	Lead	Timescale	Success criteria	Evidence
4.1 Establish secure storage and Cambridge exam administration processes	Audit secure storage and exam rooms; implement Cambridge procedures: receipt, storage, movement logs, packing/despatch, incident reporting; implement Key Times and Full Centre Supervision; invigilator training and competency checks.	Bursar / Exams Officer	Terms 1–2, Year 1	Secure arrangements verified; no breaches; staff trained; documentation available in exam rooms as required.	Security audit; storage logs; invigilator training logs; compliance checks

4.2 Implement accurate entries, timetabling and candidate communications	Internal deadlines; entry checking process; candidate data checks; issue statements/timetables; candidate briefings on conduct, key times and malpractice; ensure MIS and Cambridge systems align.	Exams Officer / Data & Exams Systems Manager	Year 1 (first series) and annually	Minimal errors; clear candidate understanding; audit trail of communications.	Entry logs; error reports; briefing materials; learner feedback
4.3 Use results data to drive improvement	Analyse results by subject/cohort; compare to targets; identify actions and integrate into SAR/QIP; faculty improvement plans reference Cambridge performance.	Data & Exams Systems Manager / VP Academic / HoFs	Post-results annually	Improvement plans evidence-driven; year-on-year improvement where appropriate.	Results analysis reports; SAR/QIP; faculty action plans
4.4 Ensure alignment with JCQ where LMSC delivers JCQ qualifications alongside Cambridge (added)	Maintain a single exams governance framework that ensures Cambridge and JCQ requirements are both met (separate processes where required). Ensure SMT understands JCQ duties for Pearson/AQA/OCR provision.	Head of Centre / Exams Officer	Year 1 ongoing	No cross-framework confusion; staff use correct process for each AO; exam compliance evidence is robust.	Exams compliance matrix; staff briefings; inspection readiness file

Priority 5: Learner Experience, Communication and Growth

Outcome: Learners and parents/carers understand and value Cambridge programmes; learners are well supported and numbers grow sustainably.

Objective	Key actions	Lead	Timescale	Success criteria	Evidence
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5.1 Provide clear information, advice and guidance	Produce Cambridge materials (grading, progression, comparisons); incorporate into admissions guidance; train tutors/admissions staff; induction sessions for learners/parents.	VP Pastoral / Admissions Officer	Terms 2–3, Year 1 and ongoing	Clear understanding; appropriate recruitment and retention.	IAG materials; induction slides; surveys
5.2 Support wellbeing and exam readiness	Embed exam preparation and study skills; wellbeing and stress-management support during series; identify at-risk learners and coordinate interventions.	VP Pastoral / Tutors / DSL	Year 1 onwards	High attendance; low withdrawals; minimal exam conduct incidents.	Attendance data; intervention logs; pastoral records
5.3 Grow Cambridge provision sustainably	Annual viability review before expansion; evaluate staffing, facilities, compliance capacity; promote outcomes responsibly; ensure growth does not dilute quality.	Principal / VP Academic / Bursar	Annual review	Controlled growth; compliance maintained; quality indicators stable or improving.	Enrolment data; capacity review; QA outcomes

5. Monitoring, Review and Reporting

5.1 Governance reporting

- The Principal reports **termly** to the Proprietor / Governing Body on progress, risks, compliance status and impact.
- Reports include: progress against actions, compliance audit findings, staff training completion, learner outcome trends, and exam readiness assurance.

5.2 Cambridge Implementation Action Log

- Maintained by VP Academic and Quality Nominee.
- Updated **at least half-termly**.
- Contains: action, owner, deadline, RAG status, dependencies, evidence link, completion date, impact note.

5.3 Faculty-level review

- Heads of Faculty review Cambridge actions and impact **termly** and maintain subject action plans and evidence folders.

5.4 Annual review cycle

- Formal annual review takes place **July–September**.
- Completed actions are archived; new priorities are set for the next academic year; changes in Cambridge Handbook are reflected in the compliance calendar.

6. Key Deliverables and Milestones

Year 1 (Sept 2025 – Aug 2026)

- Governance structure confirmed; role profiles updated.
- Policy mapping completed; Cambridge-specific procedures implemented.
- Cambridge curriculum map, SoWs and assessment plans completed and quality checked.
- Secure storage and exam procedures audited and operational; invigilator training complete.

- First Cambridge entry cycle delivered with clear candidate communications.

Year 2 (Sept 2026 – Aug 2027)

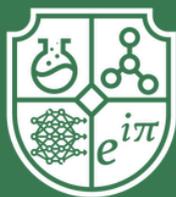
- Cambridge provision expanded (if approved by capacity review).
 - Two cohorts completed Cambridge qualifications (as applicable to programme duration).
 - Results analysis integrated into SAR/QIP and faculty improvement planning.
 - Sustained compliance evidenced through internal audits and Cambridge feedback.
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7. Risk Register (Cambridge Implementation)

Risk	Likelihood	Impact	Mitigation	Owner	Review frequency
Staffing capacity/subject expertise gaps	Medium	High	Recruitment plan; CPD; mentoring; timetable protection; succession plan	Principal / VP Academic	Half-termly
Secure storage / exam compliance failure	Low/Med	High	Termly audits; keyholder controls; incident drills; invigilator competency checks	Exams Officer / Bursar	Termly and pre-series
Coursework/internal component authenticity risk	Medium	High	Checkpoints; supervised sessions; authentication; staff training; AI boundaries	HoFs / Quality Nominee	Termly
Misalignment between Cambridge and JCQ processes	Medium	Medium/High	Exams compliance matrix; staff briefings; separate checklists; internal QA	Exams Officer	Termly
Underperformance in Cambridge outcomes	Medium	High	Data reviews; intervention strategy; teaching coaching; curriculum adjustments	VP Academic / HoFs	Termly
Learner wellbeing/exam stress impacts	Medium	Medium/High	Pastoral support plan; counselling referral; exam series welfare plan	VP Pastoral / DSL	Half-termly and pre-series

Approval and Review Record

Version	Approved by	Approval date	Effective date	Review date	Summary of changes
1.0	Proprietor / Governing Body	18 Feb 2026	18 Feb 2026	18 Feb 2027	Initial issue
1.1	Proprietor / Governing Body	18 Feb 2026	18 Feb 2026	18 Feb 2027	Added compliance calendar/audits, risk register, milestones, evidence pack index; strengthened Cambridge/JCQ interface



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