

Embedding Maths, English, Digital, Sustainability, CEIAG and Employability Skills within the Belong–Achieve–Thrive Framework

Creating Excellence Provider Checklist

Core Skills for Inclusion (Ofsted 2025 Ready)

Purpose

This quick, high level checklist supports the alignment of quality, curriculum and inclusion with Ofsted’s 2025 Framework and Further Education and Skills Inspection Toolkit. Use it to review how confidently your organisation embeds the core skills of Maths, English and Digital Skill development within inclusive, employability-focused and sustainable learning experiences.

How to Use This Checklist

- Use each section within team meetings, self-assessment or curriculum reviews.
- Colour-code progress: ✓ Strong practice | ⚙ Developing | ⚠ Needs attention.
- Summarise key actions at the end of each section.
- Revisit quarterly to measure improvement and impact, and record progress.

1. Assess – Identify the Barriers

- ☐ Have we mapped maths, English and digital readiness as part of our initial assessment?
- ☐ Are confidence, motivation and prior experience included in diagnostic discussions?
- ☐ Do we identify how gaps in core skills affect access and participation across programmes?
- ☐ Are staff confident in recognising when low skill levels limit engagement or independence?
- ☐ Have we captured learner and employer voice to inform individualised planning?

2. Plan – Integrate the Solutions

- ☐ Are Maths, English and digital skills clearly embedded within curriculum intent?
- ☐ Do schemes of work and lesson plans show contextualised application (e.g. workplace tasks)?
- ☐ Are CEIAG, sustainability and employability goals built into curriculum outcomes?
- ☐ Have we reviewed assessment methods to reflect real-world use of core skills?
- ☐ Are team meetings and curriculum reviews informed by current local and national skills priorities (LSIPs, Skills England, employer voice)?

3. Do – Deliver Inclusively

- ☐ Do tutors use low-stakes, confidence-building maths and English tasks in vocational sessions?
- ☐ Are digital tools used to extend practice, feedback and collaboration rather than replace teaching?
- ☐ Do learners see core skills as relevant to work, life and community participation?
- ☐ Are tasks and examples inclusive, culturally responsive and accessible for SEND and ESOL learners?
- ☐ Do delivery teams share examples of contextualised practice across departments or employers?

4. Review – Evidence the Impact

- ☐ Do we track skills in use — communication, problem-solving, budgeting, data handling — as well as qualifications achieved?
- ☐ Is progression captured through retention, attendance and learner voice?
- ☐ Are self-assessment and QA systems updated to reflect the Belong–Achieve–Thrive framework?
- ☐ Do reviews focus on learner confidence and participation as indicators of inclusion?
- ☐ Are employers engaged in evaluating real-world application of skills?

5. Lead – Create a Culture of Belonging

- ☐ Is there a shared understanding that Maths, English and Digital Skill development are everyone’s responsibility?
- ☐ Are leadership teams using Belong–Achieve–Thrive as a lens for QA and improvement planning?
- ☐ Is staff CPD building capacity for contextualised, inclusive delivery?
- ☐ Are sustainability, employability and inclusion visible in organisational strategy and values?
- ☐ Do we celebrate success stories showing how core skills transform learner and community outcomes?

Summary Reflection

Inclusion isn’t about inspection readiness, it’s about life readiness.

Strong provision builds Maths, English and Digital Skill development into the heart of learning, not the edges. When learners can apply these skills with confidence, they belong, achieve and thrive in education, work and life.