



Implementation in Practice

Case studies demonstrating enrichment delivery across
the National Schools Innovation Blueprint.

**National
Schools
Innovation
Blueprint**

**A national framework
enabling schools to deliver
high-quality enrichment
through real-world,
profession-inspired learning.**

About the National Schools Innovation Blueprint

The National Schools Innovation Blueprint (NSIB) is a national framework designed to help schools deliver high-quality enrichment through real-world, profession-inspired learning.

The National Schools Innovation Blueprint (NSIB) provides a structured portfolio of enrichment programmes that complement the curriculum and develop the knowledge, skills and behaviours that support academic achievement, personal development and future progression.

Each programme is built around authentic professional contexts, enabling pupils to explore how learning is applied beyond the classroom while producing meaningful outcomes through enquiry, collaboration and problem solving.

The framework is designed to be flexible, allowing schools to implement enrichment through short tutor-time activities, curriculum-linked projects or extended programmes, depending on local priorities, capacity and pupil need. Every pathway follows a consistent implementation model, providing progression from introductory experiences to substantial portfolios of work.

The National Schools Innovation Blueprint (NSIB) aims to strengthen pupil engagement, raise aspirations and support whole-school improvement by making enrichment more coherent, scalable and accessible across secondary education.

The framework has been developed independently and is intended as an open, evidence-informed model for schools. It is designed to support, rather than replace, existing curriculum and personal development provision, giving school leaders practical resources that can be adapted to their context while maintaining a consistent national structure.



Bedford Bawuah
Founder & Executive Director



**National Schools
Innovation Blueprint**

**Initial
implementation
and evaluation of
selected National
Schools Innovation
Blueprint
initiatives.**



**National Schools
Innovation Blueprint**

Academic Year 2025/26

**Ashlawn's Entrepreneurial Ventures Programme
Behavioural Sciences Society
Year 7 Transition Booklets**



**Build Your Business
Workshop**



**Human Behaviour
Crash Course**



**Year 7 Transition
Pathway**

Ashlawn's Entrepreneurial Ventures Programme

Standard Implementation (12-Week Lunchtime Pilot) • Module A (Software & Automation) • Year 7 Cohort 2025/26

Duration: February 12, 2026 – May 21, 2026 (Thursday Lunchtimes)

Executive Summary

The programme demonstrated that practical, profession-inspired business education can generate strong engagement and meaningful pupil outcomes at KS3. Students produced 2 complete business concepts, a functioning web application, investment pitches and supporting marketing materials, while engagement and confidence increased across the pilot. However, the original 12-week lunchtime model proved operationally inefficient, with attendance volatility and an overly instructional structure limiting consistency. The pilot informed the development of a redesigned entrepreneurship pathway within NSIB.

Programme Overview

23 pupils expressed interest, with 15 participating after recruitment and a core cohort of 9 completing the programme. Delivered through weekly lunchtime sessions, pupils worked in simulated business teams to develop products before presenting their ideas through a final investment pitch.

Participation

Average weekly attendance was 9.3 pupils (54.9%), with an active participation rate of 58%. Attendance stabilised after the initial recruitment period, although the lunchtime format continued to limit participation consistency.

Engagement

Average engagement increased from 3.88/5 to 4.50/5 (+16%). Pupils responded most positively to practical product development, coding, business leadership roles and investment pitching. 6 of 7 respondents stated they would definitely participate again.

Pupil Development

Average confidence increased from 4.38/5 to 4.71/5 (+7.5%). Portfolio evidence demonstrated development across The CATAPULT Skills Framework™, particularly communication, leadership, teamwork, problem solving and self-management. Pupils also developed entrepreneurial awareness, presentation confidence and collaborative decision-making.

Programme Outputs

The programme produced 2 complete business concepts, a functioning Jenga Maths web application, 2 investment pitches, promotional videos, branding materials, customer research and financial planning documents, providing substantial evidence of applied learning.

Implementation Insights

Practical, output-focused activities consistently generated the highest engagement, while business-role ownership encouraged collaboration and accountability. The principal constraints were the 12-week lunchtime delivery model, fluctuating attendance and an overly instructional launch structure. These findings informed a complete redesign of the entrepreneurship pathway into shorter, more scalable modules.

Overall Evaluation: Redesign

The concept demonstrated clear educational value, but the original implementation model required substantial redevelopment. Evidence from this pilot informed the creation of a simplified, modular entrepreneurship pathway within the National Schools Innovation Blueprint.



**Build Your Business
Workshop**



**National Schools
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Standard Implementation (12-Week Lunchtime Pilot) •
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Programme Launch

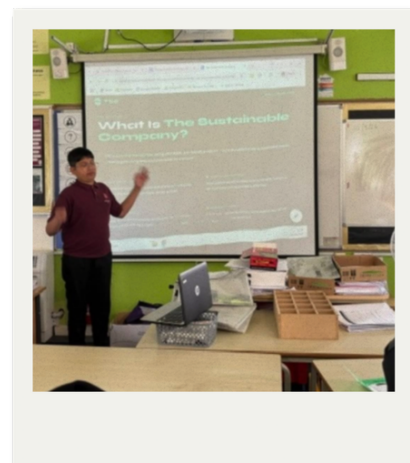
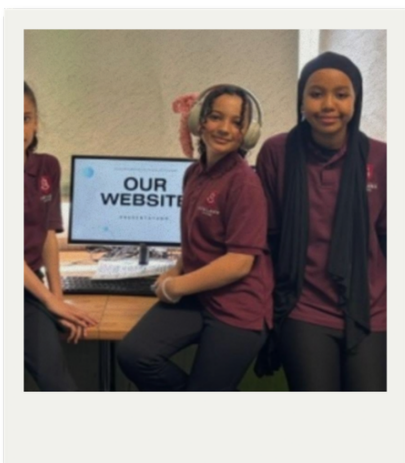
Ashlawn School Instagram — Programme Launch (February 2026)



Instagram: <https://www.instagram.com/p/DUsTIF8jejl/>

Programme Showcase

Ashlawn School Instagram — Final Student Showcase (May 2026)



Instagram: https://www.instagram.com/p/DZ_BZMCjWoX/



**Build Your Business
Workshop**



**National Schools
Innovation Blueprint**

Behavioural Sciences Society: Cut The Cycle

Lite Pilot (Whole-School Awareness Campaign) • Module A (Knife & Gang Crime) • KS3 Cohort 2025/26

Duration: May 18 2026 – May 22, 2026

Executive Summary

The pilot demonstrated that behavioural science provides an effective framework for delivering safeguarding education through a preventative rather than punitive approach. Despite being reduced from a planned multi-session programme to a 1-week awareness campaign, pupils reported increased awareness of knife crime, peer influence and support pathways. However, the compressed delivery model limited educational depth and meaningful interaction. The pilot informed the development of future safeguarding and behavioural science initiatives within NSIB.

Programme Overview

The campaign introduced KS3 pupils to the behavioural causes of knife crime, peer influence and decision-making through tutor-time materials, digital displays, posters and online resources. Delivered under the Behavioural Sciences Society as part of the Cut The Cycle project, the campaign promoted the message: Choose Better. Change Lives. Challenge The Norm.

Participation

The evaluation received 24 pupil responses across the Behavioural Sciences Society and Cut The Cycle surveys. Participation was based on whole-school campaign exposure rather than programme enrolment, making attendance and retention measures inappropriate for this delivery model.

Engagement

Average awareness increased from 3.58/5 to 4.08/5 (+0.50 points). Pupils responded most positively to the behavioural explanations of knife crime, safeguarding messages and real-world relevance, with many requesting more workshops and interactive activities.

Pupil Development

Evidence indicated improved understanding of peer influence, risk factors, support pathways and preventative decision-making. The strongest development aligned with The CATAPULT Skills Framework™, particularly awareness, communication and thinking, although changes reflected increased understanding rather than long-term behavioural impact.

Programme Outputs

Outputs included tutor-time presentations, digital display content, campaign posters, website resources, safeguarding communications and evaluation materials. As a Lite Pilot, the initiative prioritised awareness and implementation testing rather than pupil-produced outputs.

Implementation Insights

Behavioural science proved to be an engaging and accessible approach to safeguarding education. The principal limitation was the reduction of the original programme into a short awareness campaign, restricting discussion, interaction and evidence collection. These findings informed the redesign of safeguarding provision within the wider NSIB framework.

Overall Evaluation: Archive

The pilot fulfilled its purpose by testing a behavioural science approach to safeguarding education. Learning from the implementation has been incorporated into future NSIB initiatives, replacing the original campaign model with a redesigned safeguarding pathway.



**Human Behaviour
Crash Course**



**National Schools
Innovation Blueprint**

Year 7 Transition Booklets

Lite Pilot (Transition Resources) • Module B (Subjects & Timetables) • Module D (Enrichment & Leadership)

Duration: July 8, 2026 (4 hrs)

Executive Summary

The pilot demonstrated that student-designed transition resources can enhance Year 6 pupils' understanding of secondary school while requiring minimal staff workload. Pupils engaged positively with the resources, asked questions throughout the guided tour and continued using the materials afterwards. However, the pilot was constrained by a short delivery window, a very small sample size and the absence of planned evaluation data. The findings informed a broader redesign of transition support within NSIB.

Programme Overview

The initiative introduced 2 student-designed transition resources: the Year 7 Subject Introduction Guide and the Enrichment Opportunities Guide. Both were integrated into a student-led guided tour, helping pupils understand Year 7 subjects, school routines, enrichment opportunities and wider school life.

Participation

The pilot involved 6 Year 6 pupils during a single transition-day tour. Four complete resource packs were distributed and all were taken home. Participation remained consistent throughout the session, although the small sample and single implementation limited evaluation.

Engagement

Pupils remained engaged throughout the guided tour, asking questions about subjects, extracurricular activities and school life. The resources encouraged discussion during the visit and one pupil was observed reading the Enrichment Guide independently afterwards, suggesting continued engagement beyond the session.

Pupil Development

Observational evidence indicated increased awareness of Year 7 subjects, enrichment opportunities and the secondary school environment. The strongest development aligned with The CATAPULT Skills Framework™, particularly communication, awareness, thinking and self-management. Longer-term impact could not be measured due to the pilot design.

Programme Outputs

The initiative produced 2 transition resources: the Year 7 Subject Introduction Guide and the Enrichment Opportunities Guide, both successfully implemented during Transition Day and subsequently shared with pupils to support transition beyond the event itself.

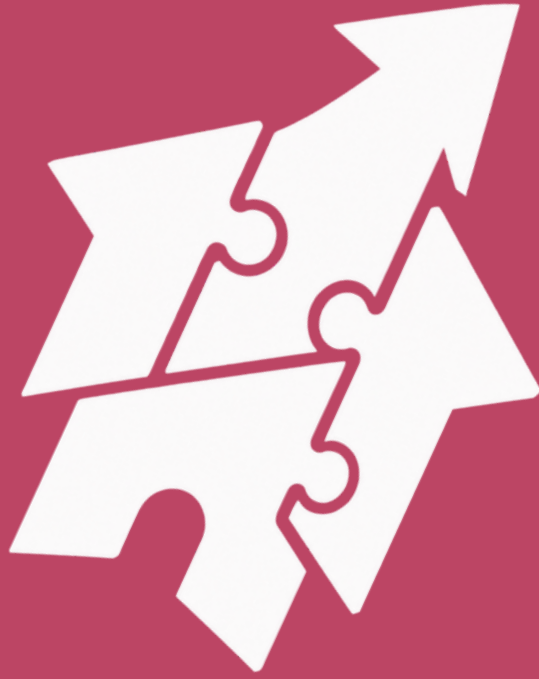
Implementation Insights

Integrating the resources into a guided tour proved more effective than presenting them independently, encouraging natural discussion and contextual learning. However, limited delivery time prevented completion of the planned evaluation, and the evidence base remained primarily observational. The pilot also highlighted that printed booklets may not represent the most scalable or flexible delivery model for future implementation.

Overall Evaluation: Archive

The pilot fulfilled its purpose by testing student-designed transition resources as part of the transition process. Learning from the implementation has been incorporated into a redesigned transition model within NSIB, replacing the original booklet-based approach.





National Schools Innovation Blueprint

Helping schools design, evaluate and improve enrichment
through evidence-informed pilots.

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10 Pilot Initiatives • The CATAPULT Skills Framework™ • Student Leadership Pathway • Evidence-Based Evaluation Framework • Embedded Enrichment Quality Mark™