

Bishopbriggs Academy

Standards and Quality Report 2018-2019



Context of the School

Bishopbriggs Academy is a six year non-denominational comprehensive secondary school located in Bishopbriggs, East Dunbartonshire. The school was formed in August 2006 following a merger of Thomas Muir High School and Bishopbriggs High School. Our school relocated from its original site in the centre of Bishopbriggs to our new campus in August 2009 and the high quality building has enabled us to successfully meet the requirements and entitlements of Curriculum for Excellence. Bishopbriggs Academy Language and Communication Resource (LCR) opened in August 2011 and provides full time support for pupils with significant language and communication needs. Learners from across East Dunbartonshire attend Bishopbriggs LCR and have full access to the academic, social and extra-curricular activities available to their peers. They are supported to gradually access subject areas across the school according to their individual strengths and interests. .

The school serves the area of Bishopbriggs and is part of a cluster of learning with Cleddens Learning and Childcare Centre, Balmuildy Primary School, Meadowburn Primary School, Thomas Muir Primary School and Wester Cleddens Primary School.

The most recent school inspection report from Education Scotland was in January 2013, the HGIOS3 Quality Indicators evaluated on the six-point scale and the outcome for each can be found below.

HGIOS3? Quality Indicators	Education Scotland Rating
1.1 Improvements in performance	6 – Excellent
2.1 Learners' experiences	6 – Excellent
5.1 Curriculum	5 – Very Good
5.3 Meeting learning needs	6 – Excellent
5.9 Improvement through self-evaluation	6 – Excellent

Vision

Bishopbriggs Academy offers pupils the opportunity to maximise their talents, develop their skills and unlock their true potential as valued and valuable members of their community.

Values

At Bishopbriggs Academy we:

-  Treat everyone equally
-  Show respect for others
-  Have compassion for those less fortunate than ourselves
-  Believe in working hard to achieve your goals

Aims

In Bishopbriggs Academy we aim to promote equality, justice and integrity. We aim to help our young people become:

-  Successful learners
-  Confident individuals
-  Responsible citizens
-  Effective contributors

We seek to:

-  Promote equality of opportunity to enable all individuals to achieve their full potential
-  Create an ethos of achievement and of raising attainment in a stimulating learning environment
-  Promote positive partnership between the school, parents and the wider community
-  Prepare pupils for adult life, equipping them to meet the challenges of the future and to become responsible citizens
-  Providing a caring, supportive and well-ordered school for everyone

Review of School Improvement Priorities 2018-19

With the release of How Good is Our School?4 (HGIOS?4) in 2015, Bishopbriggs Academy reviewed its School Improvement format and introduced 5 new School Improvement priorities that incorporated all 15 Quality Indicators outlined in HGIOS?4. The School Improvement priorities and targets associated with them, as outlined in the School Improvement Plan can be seen in the table below.

No	Improvement Priority	Targets
1	Leadership and approach to improvement	<ul style="list-style-type: none"> • To sustain and develop approaches in sharing best practice • To sustain and develop collaborative approaches to self-evaluation and leadership of learning involving all stakeholders • To provide further opportunities for pupils to be involved in and lead aspects of school improvement
2	Curriculum	<ul style="list-style-type: none"> • To review and develop all courses and curricular structure • To review and develop the involvement of partners in enhancing the curriculum on offer • To review and develop Wider Achievement (WA)
3	Learning, teaching and assessment of learners' progress	<ul style="list-style-type: none"> • To review and develop monitoring and tracking in the Broad General Education (BGE) and Senior Phase (SP) • To sustain and develop a learning environment built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes • To protect collegiate time for moderation activities
4	Partnerships, personalised support and parental engagement	<ul style="list-style-type: none"> • To sustain and build on cluster initiatives enhancing transition arrangements • To engage parents in learning and enable them to play a supportive role at home • To sustain and develop support for pupils in making informed choices about the next phase of their learning
5	Successes, achievements and outcomes for learners	<ul style="list-style-type: none"> • To continue to secure improvements in levels of attainment in line with INSIGHT • To sustain and develop career management and employability skills among pupils • To sustain and develop the use of ICT in improving the life and work of the school

Review of School Improvement Priorities 2018-19 Cont'd

School Priority 1: To engage parents in leadership of learning, enabling them to play a supportive role at home and lead aspects of school improvement		
<u>NIF Priority</u>	<u>NIF Driver</u>	<u>HGIOS?4 QIs</u>
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Improvement in children and young people's health and wellbeing 	<ul style="list-style-type: none"> • School Leadership • Parental Engagement • Assessment of Children's Progress 	1.2, 1.5, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2
<u>Progress and Impact</u>		
<ul style="list-style-type: none"> • High levels of engagement among stakeholders with Show My Homework has facilitated open lines of communication between staff, pupils and parents. Pupils and parents receive detailed information regarding homework tasks, description of tasks, issue date, due date, time allocation for completion of the task and any relevant resources attached. Assessment information and other school information is also shared with pupils and parents via SMHW. • All staff share submission status of homework tasks with pupils and parents so all stakeholders are informed of completion rate and many staff utilise it effectively to inform pupils and parents of pupil progress giving stakeholders frequent updates in advance of Parent Evenings and Pupil Reports. Staff also use comments on SMHW to share important feedback with stakeholders enabling discussion about gaps in learning between parent and child. It also allows staff to give detailed feedback highlighting strengths and areas for development to the entire class or individual pupils. • All departments engaged with GLOW so stakeholders can access resources online enabling parents to facilitate the completion of homework and prepare for assessments. • Extensive programme to support parents to actively and meaningfully participate in their children's learning and the life of the school. • Effective communication methods removing all barriers e.g. SMHW allows 5 accounts linked to same pupil profile, ideal for extended families and split families, Twitter, Group Call, e-mail, school website, GLOW • Interim and full parental reports with parent response sheets returned and acted on giving parents another forum to discuss any concerns • Parents Evenings and evaluation forms completed • Learning Journals include subject specific content that gives parents easy access to resources so they can assist with school work at home • Monitoring and tracking data shared with parents once every two months so parents know if their child is on track to fulfil their potential • Personal learning plans • Unit assessment/Prelim analysis parental evaluations • Pupil/Parent interventions via Guidance and SMT • Parental involvement in all review and TAC meetings • P7-S6 Information evenings outlines expectations of pupils and parents to encourage engagement and support to the school • BGE Family Learning Evening, S4 and S5 Parental Engagement Evenings showcases how parents can facilitate learning at home • S6 UCAS/Positive Destinations Evening raises awareness of various pathways so pupils can have informed discussions at school and home about career decisions • S4-6 Business Breakfast allows parents to network with positive destination providers • S4 and S5 Home Engagement Initiatives updates parents on a weekly basis on their child's progress • Parental resources on GLOW to support learning at home 		

- BGE online HUB
- Triple P Parenting programme
- Collaborative approaches to self-evaluation used to engage parents in school policy improvement, recruitment of staff, how funding is spent and development of school curriculum.
- Parents influence decision making through performance nights, assessment analysis sheets, learning logs, progress updates, GLOW resources and self-evaluation of department practice
- Whole school practice
- Parental evaluation of school events
- Parental report response sheets
- Parent voice via questionnaires relating to 2 school improvement priorities
- Parent Council consultation on improvement plan targets and their implementation
- Parental involvement in interview panels for senior management positions
- Creation of new roles and promoted posts i.e. Raising Attainment, Enterprise and Employability
- Revising remits to reflect local context i.e. PT Enterprise, PT Employability, PT Attainment BGE and PT Attainment SP
- Deployment of PEF funding relating to staff roles
- Effective communication to raise awareness among parents of newly appointed staff and what their responsibilities are
- Consultation process prior to any significant change to curriculum
- Coherent option choice process with parental involvement embedded
- Option choice information evenings in S2/4/5/6
- Guidance interviews and provisional option choices ensuring parental involvement
- Event evaluation forms issued to parents
- Individual requests for specific subject combinations incorporated into option choice process with each one addressed
- Parental questionnaire focusing on curriculum

Next Steps

- Continue to implement Parent Voice initiative via questionnaires for each of the 5 school improvement priorities, consult with Parent Council on implementation of SIP and suggested improvements from Parent Voice results
- Continue to explore the use of SMHW to further engage stakeholders.
- Continue to develop resources and make them accessible via GLOW and website. Update resources in line with revised changes to National Qualifications. Targeted support for stakeholders in line with PEF.



Review of School Improvement Priorities 2018-19 Cont'd

School Priority 2: To sustain and develop career management and employability skills among pupils		
<u>NIF Priority</u>	<u>NIF Driver</u>	<u>HGIOS?4 QIs</u>
<ul style="list-style-type: none"> ● Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> ● Performance information ● Assessment of children's progress ● Parental engagement 	<p>2.4, 2.6, 2.7, 3.3</p>
<p><u>Progress and Impact</u></p> <ul style="list-style-type: none"> ● Over 30 S6 pupils were trained as My World of Work Ambassadors and each represented a different department across the school. The Ambassadors supported Career Education and produced a number of help leaflets and documents to share with our stakeholders to promote the features of My World of Work. The Ambassadors developed 'Career Management' notice boards bespoke to each department and highlighted the features of the My World of Work website to parents and pupils at a number of information evenings. The ambassadors also presented to over 250 parents at our Business Breakfast and shared advice on career management skills and positive destinations. ● The work of the DYW committee continued and this year saw the introduction of our DYW newsletter. This highlights success, events and achievements across the school and highlights entitlements and 'I can' statements in line with the Career Education Standard. ● Staff participated in an in-service day workshop raising the awareness of career education. All staff registered on WOW and aware of the resources available. ● 84 of our senior phase pupils took part in an 'Applying to College' workshop in partnership with Skills Development Scotland. This gave pupils the opportunity to get support with their applications and pupils felt more confident as a result. ● Around 80 of our S6 pupils attended the UCAS exhibition at the SECC. This gave further insight into course choices, university options and managing their application. Pupils felt more confident with their choices as a result. ● Our UCAS Parent Information Evening took place in September. This informed parents of the process, increased expectations, deadlines and various forms of support available. Parents and pupils felt more supported because of the evenings and in a stronger position to make their application as competitive as possible. ● Our Business Breakfast took place in November and was well attended with over 250 parents and pupils present on the day. This event allowed them to gain insight into our Skills for Learning Life and Work Agenda and gave them the opportunity to network with a variety of local and national businesses. Over 35 partners were represented on the day and parents and pupils were given insight into potential career pathways. Partners were surveyed after the event to see how they could further support learning and the curriculum. This information was then added to our partnership database and shared with all staff in order to support pupils with securing a positive destination. ● In February, we introduced an S1 IDL event focused around 'Career Education'. The pupils participated to a week of lessons across each of their subjects focusing on the careers in that area. They then took part in a celebration day in which they participated in employer workshops, a stallholder employer challenge, Skills for Learning, Life and Work Workshops and bespoke workshops with our WOW Ambassadors on potential careers. ● Planner inserts and display boards for both Broad General Education and Senior Phase created to assist pupils when mapping their skills and raising the profile of the 'I can' statements/Entitlements from the Career Education Standard ● References to skills for learning, life and work in co-constructed success criteria embedded within classes 		



- An employer link was established with AECOM Engineering, which saw over 40 of our senior pupils taking part in a 4-week flood prevention project. They carried out site visits in the local area and presented a pitch to AECOM engineers on which method they felt would be the most successful.
- The introduction of our STEM Leadership Award saw 14 S5 pupils being accredited for a SCQF level 5 SQA Leadership Award.
- Citizenship is developed through the Youth and Philanthropy Initiative and work within the community. This year's winning group secured £3000 for their chosen charity "Give a Dog a Bone". All of our S6 pupils were this year accredited for the SCQF Level 6 SQA Leadership Award because of the work they completed for YPI. Pupils raised an additional £584 between January and March completing the fundraising element.
- A volunteering audit took place recording all year groups who currently volunteer or who would like to volunteer. This identified pupils who were eligible for a Saltire Award and resulted in an S6 pupil receiving the Diana Award.
- Pupils continue to support Dementia Awareness in the local community. We introduced the SQA Volunteering Award for our 'Dementia Friendly Initiative' involving 4 S6 pupils, 1 S5 Pupil and 72 S4 Pupils. The pupils organised a range of activities for local senior citizens affected by dementia and received formal accreditation as a result.
- Increase in the number of pupils involved in the S5 Volunteering Programme (14 pupils involved in Pimp My Zimmer and 14 pupils involved in the EDC Volunteering Programme with Youth Worker)
- Pupils across the school continue to support many local charities. Events such as the S6 sleepover, Santa Dash, Bag Packing and Pupil vs Teacher Netball/Football helped to raise a sum of over £10000 for Scottish Association for Mental Health (SAMH).
- S6 pupils continued to support the local community and in December 2018, we welcomed around 200 of our local senior citizens for a Christmas Lunch.
- Established specific Enterprise links with two cluster Primary Schools to build on skills development – Balmuildy PS and Meadowburn PS. Four S6 pupils delivered workshops from December to March to P7 pupils to provide consistency between skills in primary and secondary.
- 12 pupils successfully completed the Young Enterprise Scotland Exam. Whilst working towards this award the pupils visited all of our cluster Primary Schools (S6)
- 13 S6 Young Enterprise Scotland pupils winning two awards at the YES Finals at Strathclyde Business School - Overall Runner up 2019 and Best Report 2019
- Increased number of bespoke work placements for pupils interested in a range of careers including architecture and engineering.
- Pupils interested in finance received bespoke training provided by Lloyds Banking Group
- Bespoke work experience opportunities provided for the majority of S6 pupils to help facilitate positive destinations for all pupils
- This year we celebrated a 99% Leaver Destination figure. A high number of our young people secured successes in higher and further education, employment and apprenticeship programmes.

Next Steps

- Sustain and develop stakeholders' awareness of the career education standard entitlements and career pathways within subjects
- Continue to increase engagement with MWOW resources
- Expand WEX provision by utilising partner database, develop means of communicating DYW opportunities with all stakeholders via DYW newsletter, weekly employability bulletin and MWOW ambassadors to increase engagement
- To record all Wider Achievement centrally to help increase the number of Wider Achievement accreditation



Review of School Improvement Priorities 2018-19 Cont'd

School Priority 3: To enable young people to participate meaningfully in their own learning and support them in making informed choices about the next phase of their learning		
<u>NIF Priority</u>	<u>NIF Driver</u>	<u>HGIOS?4 QIs</u>
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children and young people's health and wellbeing 	<ul style="list-style-type: none"> • Performance information • Assessment of children's progress • School leadership 	1.2, 1.5, 2.3, 2.4, 2.7, 3.1, 3.2
<p><u>Progress and Impact</u></p> <ul style="list-style-type: none"> • Promoting Positive Relationships policy helps create a conducive learning environment to complement effective learning and teaching • Lesson aims shared from the start and throughout each lesson reminding pupils of learning objectives • Co-constructed success criteria with evidence of differentiation via lower and higher order thinking skills allows pupils to take ownership of own learning and measure own progress • Effective questioning and response techniques encourages pupils to wilfully contribute to the co-constructing of success criteria and class discussion • Explicit links made between set tasks and skills for learning, life and work making pupils more aware of the purpose and relevance of their learning • Plenary activities used throughout lessons making reference to co-constructed success criteria enabling pupils to measure own progress towards achieving lesson aim • Differentiation used effectively through effective use of resources to ensure appropriate challenge and support • Pupils involved in their own planning of targeted support through learning conversations helping them invest more time and effort as they understand short and long term benefits • Co-operative learning strategies embedded and collaborative learning used effectively to support learners and reinforce understanding • Senior pupils/links assisting with classes, Primary visits, Junior/Senior Sports Leaders, Sports Captains, Science Captains and My World of Work Ambassadors all seen as role models and help pupils' aspirations • Leadership of Learning Programme included a series of after-school sessions to support completion of homework for S1-S3 pupils. During each four-week block, a different area was covered as a starter and plenary task with time to complete homework in between. This has helped pupils gain knowledge of the expectations as they progress into the Senior Phase. Leadership opportunities were created for both S3 & S4 pupils who worked with younger pupils to support them in their homework tasks. Staff volunteers also supported the programme providing subject-specific support where appropriate. The weekly starters highlighted key information on topical areas from literacy, numeracy & HWB such as proofreading, growth mindset, hydration, sleep, study skills, exam stress, and reading for pleasure. The sessions aimed to highlight the key skills they are currently developing and how they will help them progress well in the Senior Phase. This is currently further enhanced when pupils enter the Senior Phase by working with external partners –such as; Live n' Learn and Tree of Knowledge. • Committees were used to drive forward resources to support events such as Family Learning Event via the production of videos to support learners and these are being shared on the school website under the Learning Tab/Family Learning/Online Resource Hub. Regular meetings with Raising Attainment Committee to support initiatives such as Supported Study, Easter Revision and the Home Engagement Initiative. Committees were also utilised to organise and run whole school events such as the S1 Health and Wellbeing Day, Leadership of Learning workshops, Parental Engagement Workshops, Breakfast Club, 		



Book Café and the Family Learning Evening. The Numeracy committee is currently planning an interdisciplinary house event to celebrate Maths Week Scotland while promoting numeracy across the curriculum.

- All pupils who have been identified under the PEF umbrella have been involved in a variety of tutorials aimed at developing HWM, Lit and Num over the year.
- All S1-S3 parents were invited to attend the family learning evening in November 2018. Parents received vital support on how to help their young person with Lit, Num and HWB.
- Following the Family Learning Evening in November, all pupils in S1-3 attended a 'Leadership of Learning at Home' session to reinforce the messages shared with their parents/guardians at the aforementioned FLE. All members of the Raising Attainment Team presented at the event, sharing information conducive to learning such as study skills and growth mindset. These messages were reiterated at the Leadership of Learning Workshops.
- The Hub is utilised for many of our tutorial class and creates a positive impact on the learning atmosphere as it is a well-equipped space which is only be further enhanced by the branding and design produced through a collaborative project with the Design & Tech department. Pupils were consulted on the design and the final design of the room has created a semi-private space that encapsulates what the learning space is about in an inclusive way.
- All S1 pupils were involved in a HWB day. The aim of the day was to develop pupils' confidence, ambition and resilience working in a group. Pupils were involved in a range of activities such as healthy eating, active listening, staying active etc. Pupils filled out evaluations and really enjoyed the day.
- An Online Resource Hub was launched in 2019 and will be a point of contact for pupils and parents to support learning in the BGE, at home. The focus of the resources will be Literacy, Numeracy & HWB and resources will be available to all stakeholders from end of March. PEFA team worked in conjunction with the committee to produce resources and utilised the expertise of our Librarian to assist us in placing them on the website. This will be promoted with parents and pupil via a variety of methods over the course of the coming months.
- Pupils have been offered a range of clubs this year e.g. breakfast club, literacy club, numeracy club. As part of the HWB remit, all extra-curricular clubs have been promoted at assemblies through-out the year as well as on twitter.
- Rigorous data collection and analysis takes place to ensure we are all fully informed on pupil background, circumstances, progress and goals, as evidenced by our extensive discrete tracking spreadsheets. Over 60 pupils have been involved in tutorials across S1 and over 40 in S2 as targeted by PEF PTs using a huge range of data, both qualitative and quantitative, for example; SNSA, Questionnaire feedback, spelling age, reading age, reading frequency, SIMD, ASN, EAL, Numeracy baseline assessment, M&T data, Primary Transition notes, Staff Recommendations, parent recommendations, prior support.
- Discrete Monitoring and tracking spreadsheets for L/N/HWB were developed. A raising attainment overview spreadsheet was also created for quick reference for PT RA and SMT link. The relevant information from the spreadsheet was shared with the Guidance team and the wider staff body. This outlined the pupils taking part and was updated in a timely fashion to ensure correct/up-to-date data was always present.
- Launched S4 Study Skills IDL, subjects delivered a one-off study skills lesson related to their subject. Departments used prelim data to identify difficult topics to base their lesson around.
- Home Engagement Initiative piloted with S4/5 to establish a working link and to communicate the purpose of study skills in order to see exam success for targeted pupils.
- 60 S5 pupils were identified as not meeting their potential following an analysis of pre-prelim data. These pupils were invited to attend a parental engagement workshop led by PT Raising Attainment. At the workshops pupils were provided with a study pack which included a blank timetable and 'how to' guides on making mind-maps, flash cards and general study. PT Raising Attainment shared key tips with pupils and parents such as navigating the SQA website, accessing GLOW resources, using SMHW and



managing time effectively. Parental feedback was very positive and indicated that this was something they would like earlier in the year.

- Pupils from S4 and S5 received workshops from Live N Learn, which focused on goal setting, being realistic about expectations and study tips. Pupils found this quite useful, however many stated that they would have liked the sessions to be more practical in the lead up to their SQA exams.
- The study techniques of 'understand, condense, memorise, review' shared by Live N Learn was reinforced by PT Attainment at assemblies throughout the year, the methods were referred to in all parental engagement evenings as well as the S1-3 Family Learning Evening and were shared with the Raising Attainment Committee and all staff at the February in-service day. The steps were used in S4 PSE consolidation workshops, which were delivered to every PSE class to ensure all of S4 received the same messages about studying. Pupil feedback was very positive; they found the sessions useful and many stated that they would like this workshop to run over a number of periods in future.
- Following the success of the S5 Parental Engagement workshops in November, the decision was taken to alter the format of the S4 Parent Information Evening. S4 parents listened to a brief presentation from the S4/5 Depute Headteacher, PT Raising Attainment and Headteacher about what to expect in the upcoming examinations and the support on offer to all pupils. The parents then participated in three twenty-minute workshops. Staff from across the school volunteered to deliver these workshops focusing on 'Accessing Resources', 'Study Skills', and 'Wellbeing'. Parents were provided with useful tips and participated in activities in each workshop. The feedback from staff, parents and pupils was overwhelmingly positive and many parents commented that they feel better equipped to support their child as a result.

Next Steps

- To implement senior ambassadors to support literacy, numeracy and health & wellbeing across the BGE.
- To provide a structured approach to pupil learning conversations in tutorials so they are embedded in courses at timely intervals.
- To continue to produce tutorial videos to reinforce learning in the classroom at home.
- Develop S4 Study Skills IDL – deliver PSE study skills workshops in October/November and launch IDL in January to give departments more time to deliver. Potentially issue pupils with a study skills passport to document their learning.
- Following analysis of S4 transition exam data; PT Raising Attainment to use similar format to BGE Leadership of Learning workshops during month of September to offer specific, targeted support to pupils who need additional support.



Self-Evaluation Summary Using HGIOS?4 Quality Indicators

Quality Indicator	School Self Evaluation	Inspection/Authority Evaluation
1.3 Leadership of change	Excellent – 6	N/A
2.3 Learning, teaching and assessment	Excellent – 6	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good – 5	N/A
3.2 Raising attainment and achievement	Excellent – 6	N/A

Key Priorities for School Improvement Planning 2019-20

The School Improvement priorities and targets associated with them, as outlined in the School Improvement Plan can be seen in the table below.

No	Improvement Priority	Targets
1	Leadership and approach to improvement	<ul style="list-style-type: none"> • To sustain and develop approaches in sharing best practice • To sustain and develop collaborative approaches to self-evaluation and leadership of learning involving all stakeholders • To provide further opportunities for all stakeholders to be involved in and lead aspects of school improvement
2	Curriculum	<ul style="list-style-type: none"> • To review and develop all courses and curricular structure • To review and develop the involvement of partners in enhancing the curriculum on offer • To review and develop Wider Achievement (WA)
3	Learning, teaching and assessment of learners' progress	<ul style="list-style-type: none"> • To sustain and develop a learning environment built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes • To sustain and develop understanding of assessment standards among all stakeholders • To review and develop monitoring and tracking in the Broad General Education (BGE) and Senior Phase (SP)
4	Partnerships, personalised support and parental engagement	<ul style="list-style-type: none"> • To sustain and develop communication with parents • To continue increasing awareness among stakeholders of pupil progress throughout the learning journey • To engage pupils and parents in learning and enable them to work collaboratively at home
5	Successes, achievements and outcomes for learners	<ul style="list-style-type: none"> • To continue to secure improvements in levels of attainment in line with INSIGHT • To sustain and develop career management and employability skills among pupils and further increase awareness of positive school leaver destination • To sustain and develop ways of recognising, promoting and celebrating success and achievements of all stakeholders