

Inclusive Attendance KITE Mark Programme

The Inclusive Attendance KITE Mark Programme embodies a prestigious certification that reflects a school's unwavering commitment to upholding excellence in attendance practice. This esteemed recognition is exclusively accessible to educational settings that have successfully completed our comprehensive Professional Development programme. After undergoing a review of practice and demonstrating the ability to meet our specific criteria, your school will be granted certification. The KITE Mark criteria aligns with, and is based on, the Inclusive Attendance Programme and the DfE statutory Working Together to Improve School Attendance paper.

The journey begins with the Bronze certification in the first year, progressing to Silver in the second year, and culminating in Gold during the third year. After five years of consistently maintaining inclusive attendance practices, your school will attain the esteemed Platinum award.

What The Programme Offers:

- **Sequential Advancement:** Progress through the Bronze, Silver, Gold, and Platinum standards, each delineating a higher level of commitment and efficacy in attendance strategies.
- **Guided Expertise:** Benefit from the Inclusive Attendance team's tailored insights and support, ensuring your institution's strategies align with best practices and contemporary research.
- **Elevated Recognition:** Each KITE Mark level enhances your educational setting's credibility, underscoring your dedication to attendance excellence to all stakeholders.
- **Resource Access & Continuous Refinement:** Continue to access advanced resources and tools, ensuring that your commitment to attendance is consistently informed, effective, and aligned with best practices.

The Process:

Demonstrate that your educational setting has met the criteria for each of the award's year on year. Once completing the end of the 7-month four-stage programme, contact the Inclusive Attendance Team to review your progress and complete the assessment to receive your KITE Mark Award.

Meeting The Criteria:

Educational settings will need to demonstrate how they have met the bespoke criteria of the Inclusive Attendance KITE Mark to receive this prestigious award by showing how they meet the following four criteria:

Criteria 1: Attendance is a High Priority.

Through committing to the KITE Mark Programme, you will ensure attendance remains a year-on-year priority within your educational setting. Each year, your school will follow the Inclusive Attendance Four Stage Implementation programme, ensuring that all stakeholders understand the importance of attendance and their roles in supporting a whole school approach.

Evidence of this criterion:

- Improve attendance as a collective responsibility, with a school culture where everyone understands their individual roles and collective responsibility.
- Address barriers to accessing education, within and beyond the school gates.
- Ensure the school is a place pupils want to be, with a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn and attend school.
- Set a clear vision, values and ethos for improving and maintaining good attendance, and ensuring all staff translate the vision into practice.
- Teaching and non-teaching staff understanding the importance of good attendance through accessing and completing the Inclusive Attendance accredited professional Learning Modules.

Criteria 2: Clear and Effective Attendance Strategy.

The KITE Mark programme ensures that your educational setting establishes a clear strategy for attendance year-on-year, making attendance a school improvement priority area that every stakeholder is aware of.

Evidence of this criterion:

- Have a bespoke policy for attendance and punctuality expectations.
- Embed effective day-to-day processes for managing attendance.
- Recognise personal achievements of all CYP.
- Strategy for supporting Risk Of PA children and Reducing Persistent and Severe Absence.
- Look beyond headline attendance percentages to individual pupils, cohorts, and year groups.
- Use analysis to provide regular attendance reports to teachers and parents.
- All Leaders contribute to attendance outcomes through their bespoke job roles and responsibilities.
- Continuously review and update processes, and strategies related to attendance to ensure ongoing effectiveness.
- Work collaboratively with other schools, local authorities, and other local partners.
- Hold regular Targeting Support Meetings with Local Authorities and schools.

Criteria 3: Demonstrate Incremental Attendance Gains and Use of Attendance Data to Support Identified Children and Young People (CYP)

Demonstrate year-on-year gains using internal benchmarking data, providing clear examples of the impact your school is having on attendance outcomes and cultures.

Evidence of this criterion:

- Understand and support barriers to accessing education for individual and groups of CYP.
- Undertake frequent individual-level analysis to identify pupils who need support using a tiered approach.
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.
- Monitor and analysing attendance patterns and trends to ensure all pupils are attending all timetabled lessons.
- Monitor the impact of school-wide attendance efforts, including any specific strategies implemented in supporting CYP.
- Use data driven decision making to target whole school attendance improvement efforts.
- Hold regular meetings with the parents of pupils considered to Risk Of PA, PA, and SA
- Identify pupils who need support from wider external agencies

Criteria 4: Key Stakeholders Responsibility, Challenge, and Accountability

Governors and Trustees are pivotal to the success of attendance outcomes within the school, supporting and challenging the school to further improve the attendance culture and outcomes as a year-on-year priority.

Evidence of this criterion:

- Provide data and reports to support the work of the board or governing body.
- Review the impact of the school Inclusive Attendance Action Plan.
- Demonstrate regular support, challenge, and accountability
- Take an active role in attendance improvement, prioritising attendance, and working with leaders to set whole school attendance cultures
- Ensure school leaders fulfil expectations and statutory duties
- Use data to understand patterns of attendance, comparing with other local schools and national data
- Complete the online accredited CPD programme - Inclusive Governors

Overall Criteria – Bronze Award (Year 1)
Achieved when 80% of the online self-assessment statements are recorded as a grading of 2 or above in the end-of-year self-assessment.
Achieved when the Bronze Key Evidence criteria is met.

Key Evidence Criteria 1: Attendance is a high priority.

Key Evidence	Description	Met (✓)
Inclusive Attendance Action Plan	The Inclusive Attendance action plan is used to deliver the four-stage programme over a 7-month period during the academic year.	
Attendance Audits	During the academic year three Attendance Audits have been delivered during stages 2,3 and, 4 of the four stage programme.	
Whole School Responsibility	Staff recognise the importance of improving attendance as a collective responsibility. The Tiered approach ensures staff understand their roles and responsibilities within each Tier of support.	
Support Before Improvement	Efforts are made to identify and address barriers to accessing education for certain CYP within, and beyond, the school gates.	
Positive School Climate	The school has established a welcoming, calm, and safe environment which allows CYP to belong and connect.	
Vision, Values, and Ethos	The attendance vision and values are embedded and communicated to all stakeholders. The Attendance website page, policy and other communication methods share the Inclusive Attendance vision.	
Professional Development	Teaching and non-teaching have completed the Inclusive Attendance accredited professional Learning Modules. There is evidence of newfound learning translating into daily practice.	

Key Evidence Criteria 2: Clear and Effective Attendance Strategy.

Key Evidence	Description	Met (✓)
Bespoke Policy	The Attendance Policy is bespoke to the school and shares the vision, values, ethos and expectations. The policy aligns to statutory guidance and is deeply embedded in daily practice.	
Day-to-Day Processes	There is established and effective day-to-day processes for managing attendance. Initial reviews and updates are in place to ensure processes are effective.	
Recognition	CYP are recognised for their individual achievements as well as collective success. The approach prevents victimisation, isolation and promotes equality.	
Attendance Targeting	There is a clear strategy for supporting students At Risk of Persistent Absence (PA) with a clear focus on reducing Persistent Absence and Severe Absence.	
Beyond the Headlines	Early focus on individual pupils, cohorts, and year groups goes beyond headline attendance percentages. Forensic analysis ensures demographic groups of children are supported effectively.	
Roles of Leaders	Leaders contribute to attendance outcomes through their bespoke job roles and responsibilities.	
Collaboration	The school works collaboratively with other schools, local authorities, and local partners. Target support meetings are held and school-wide impact measured regularly.	

Key Evidence Criteria 3: Demonstrate Incremental Attendance Gains and Use of Attendance Data to Support Identified Children and Young People (CYP)

Key Evidence	Description	Met (✓)
Incremental Gains in Attendance Rate	Benchmark analysis highlights incremental gains in the overall attendance rate for the academic year.	
Reduction in PA Rate	Benchmark analysis highlights a reduction in the Persistent Absence (PA) rate for the academic year.	
Understanding Barriers	There is a clear understanding of, and support for, CYP and groups of CYP facing barriers to accessing education.	
Individual-Level Analysis	The school conducts individual-level analysis to identify pupils who need support and aligns the support need to the Multi-Tiered Stage of Support.	
Data Analysis	Data analysis of half-termly, termly, and full-year data is used to identify patterns and trends.	
Attendance Patterns	Daily monitoring and analysing of attendance patterns is used to ensure CYP are attending timetabled lessons.	
Impact Monitoring	There is a clear approach to monitoring the impact of school-wide attendance efforts, including any specific strategies implemented in supporting CYP and demographic groups.	
Data-Driven Decisions	The school uses data-driven decision making to target whole school attendance improvement efforts.	
Parental Meetings	Early support meetings are regular and held with identified parents of pupils considered at Risk of PA, Persistent Absence, and Severe Absence.	
External Support	Identified CYP who require support from wider external agencies are supported and monitored, with a measure of the impact of external agency support.	

Key Evidence Criteria 4: Key Stakeholders Responsibility, Challenge, and Accountability

Key Evidence	Description	Met (✓)
Data Analysis	The Attendance Governor provides data and reports to support the work of the governing body. Using data to understand patterns of attendance, comparing with other local schools and national data.	
Action Plan and Delivery	The Attendance Governor takes an active role in attendance improvement, prioritising attendance, and working with leaders to set the whole school attendance culture. Continuous reviews of the impact of the school Inclusive Attendance Action Plan, and ongoing support and challenge for the school.	
Accountability	Strong accountability measures ensure school leaders fulfil expectations and statutory duties; the Attendance Governor holds leaders accountable for the implementation of school improvement for attendance.	
Professional Development and Learning	The Attendance Governor completes the online accredited CPD programme - Inclusive Governors.	

Overall Criteria – Silver Award (Year 2)
Achieved when 80% of the online self-assessment statements are recorded as a grading of 2, with 20% now graded as a 3 within the end-of-year self-assessment.
Achieved when the Silver Key Evidence criteria is met.

Key Evidence Criteria 1: Attendance is a high priority.

Key Evidence	Description	Met (✓)
Inclusive Attendance Action Plan	The Inclusive Attendance action plan is further refined and consistently used to deliver the four-stage programme over a 7-month period during the academic year.	
Attendance Audits	Three Attendance Audits have been conducted and show sustained improvement, demonstrating effective and consistent practices in stages 2, 3, and 4 of the four-stage programme.	
Whole School Responsibility	Staff not only recognise but actively promote and support improving attendance as a collective responsibility. The Tiered approach is fully understood and implemented by staff at all levels.	
Support Before Improvement	Continuous efforts are made to identify and address barriers to accessing education for all CYP within, and beyond, the school gates, showing initial success and improvement.	
Positive School Climate	The school has maintained a welcoming, calm, and safe environment, ensuring that CYP feel a sense of belonging and connection.	
Vision, Values, and Ethos	The attendance vision and values are embedded and well-communicated to all stakeholders. These are consistently reflected in the school's website, policy, and other communication methods.	
Professional Development	Teaching and non-teaching staff have completed the Inclusive Attendance accredited refresher professional Learning Modules, with evidence of continuous learning translating into daily practice.	

Key Evidence Criteria 2: Clear and Effective Attendance Strategy.

Key Evidence	Description	Met (✓)
Bespoke Policy	The Attendance Policy is refined to align with any evolving statutory guidance and is embedded deeply in daily practice. The policy consistently reflects the vision, values, and ethos of the school.	
Day-to-Day Processes	Effective day-to-day processes for managing attendance are well-established and regularly reviewed and updated to ensure their effectiveness.	
Recognition	CYP are consistently recognised for individual and collective achievements. The approach prevents victimisation and promotes equality and inclusion.	
Attendance Targeting	There is a refined strategy for supporting students At Risk of Persistent Absence (PA) with continued efforts to reduce Persistent and Severe Absence.	
Beyond the Headlines	Detailed focus on individual pupils, cohorts, and year groups with forensic analysis ensuring demographic groups of children are effectively supported.	
Roles of Leaders	Leaders actively contribute to attendance outcomes through their well-defined job roles and responsibilities, demonstrating clear impact.	
Collaboration	The school collaborates regularly with other schools, local authorities, and local partners. Target support meetings are held frequently, and the impact is consistently measured.	

Key Evidence Criteria 3: Demonstrate Incremental Attendance Gains and Use of Attendance Data to Support Identified Children and Young People (CYP)

Key Evidence	Description	Met (✓)
Incremental Gains in Attendance Rate	Continued incremental gains in the overall attendance rate are evident through ongoing benchmark analysis for the academic year.	
Reduction in PA Rate	Ongoing reduction in the Persistent Absence (PA) rate is demonstrated through consistent benchmark analysis for the academic year.	
Understanding Barriers	The school maintains a clear understanding of barriers and provides robust support for CYP and groups of CYP facing barriers to accessing education.	
Individual-Level Analysis	The school routinely conducts individual-level analysis to identify pupils needing support and aligns this support with the appropriate Multi-Tiered Stage of Support.	
Data Analysis	Data analysis of half-termly, termly, and full-year data is consistently used to identify and address patterns and trends.	
Attendance Patterns	Daily monitoring and analysing of attendance patterns is sustained to ensure consistent attendance of CYP in all timetabled lessons.	
Impact Monitoring	The impact of school-wide attendance efforts is regularly monitored and shows improvement, including the effectiveness of specific strategies implemented for supporting CYP and demographic groups.	
Data-Driven Decisions	Data-driven decision making is consistently applied to enhance whole school attendance improvement efforts.	
Parental Meetings	Regular early support meetings are held with parents of pupils At Risk of PA, Persistent Absence, and Severe Absence, showing positive engagement and outcomes.	
External Support	Support from wider external agencies for identified CYP is continuously monitored and assessed, with clear measures of impact.	

Key Evidence Criteria 4: Key Stakeholders Responsibility, Challenge, and Accountability

Key Evidence	Description	Met (✓)
Data Analysis	The Attendance Governor consistently provides detailed data and reports, enhancing the governing body's understanding of attendance patterns and comparing data with other local schools and national benchmarks.	
Action Plan and Delivery	The Attendance Governor plays an integral role in attendance improvement, working closely with leaders to embed a positive attendance culture across the school. The Governor regularly reviews the impact of the Inclusive Attendance Action Plan, providing sustained support and challenge.	
Accountability	Robust accountability measures are in place, ensuring school leaders consistently meet expectations and statutory duties, with the Attendance Governor actively holding Leaders accountable for attendance improvement.	
Professional Development and Learning	The Attendance Governor completes the online accredited CPD programme - Inclusive Governors and translates this learning into practice to support school attendance strategies.	

Overall Criteria – Gold Award (Year 3)
Achieved when 70% of the online self-assessment statements are graded as a 3 in the end-of-year self-assessment, with at least 30% of the statements graded as a 2.
Achieved when the Gold Key Evidence criteria is met.

Key Evidence Criteria 1: Attendance is a high priority.

Key Evidence	Description	Met (✓)
Inclusive Attendance Action Plan	The Inclusive Attendance action plan is fully embedded and routinely used to deliver the four-stage programme effectively over a 7-month period during the academic year.	
Attendance Audits	Three Attendance Audits have been delivered, with results showing consistent and sustained improvement in attendance practices throughout stages 2, 3, and 4 of the programme.	
Whole School Responsibility	Improving attendance is now a deeply embedded collective responsibility, with all staff fully understanding and actively participating in the Tiered support approach.	
Support Before Improvement	The school consistently identifies and effectively addresses barriers to education for all CYP, with ongoing success and improvement beyond initial efforts.	
Positive School Climate	The school has maintained and further enhanced a welcoming, calm, and safe environment, fostering a strong sense of belonging and connection among CYP.	
Vision, Values, and Ethos	The attendance vision and values are deeply embedded, consistently communicated to all stakeholders, and actively reflected in all aspects of school life, including the website and policy.	
Professional Development	All staff have not only completed the Inclusive Attendance full accredited course and professional Learning Modules, but also show ongoing professional growth and application of new knowledge in their daily practice.	

Key Evidence Criteria 2: Clear and Effective Attendance Strategy.

Key Evidence	Description	Met (✓)
Bespoke Policy	The Attendance Policy is fully aligned with statutory guidance, deeply embedded in daily practice, and consistently exemplifies the vision, values, and ethos of the school.	
Day-to-Day Processes	Day-to-day processes for managing attendance are fully embedded, highly effective, and regularly optimised to maintain their effectiveness.	
Recognition	Recognition of individual and collective achievements of CYP is embedded in school culture, preventing victimisation, and promoting equality and inclusion comprehensively.	
Attendance Targeting	An advanced and embedded strategy for supporting students At Risk of PA with a strong focus on continuously reducing Persistent and Severe absence.	
Beyond the Headlines	A comprehensive focus on individual pupils, cohorts, and year groups with detailed forensic analysis ensuring all demographic groups are effectively supported and monitored.	
Roles of Leaders	Leaders play an initiative-taking and integral role in improving attendance outcomes, demonstrating clear and sustained impact through their roles and responsibilities.	
Collaboration	The school has established robust collaborations with other schools, local authorities, and local partners. Regularly held target support meetings show clear and sustained school-wide impact.	

Key Evidence Criteria 3: Demonstrate Incremental Attendance Gains and Use of Attendance Data to Support Identified Children and Young People (CYP)

Key Evidence	Description	Met (✓)
Incremental Gains in Attendance Rate	Sustained incremental gains in the overall attendance rate are evident and benchmark analysis highlights this progress for the academic year.	
Reduction in PA Rate	Significant and sustained reduction in the Persistent Absence (PA) rate is demonstrated through detailed benchmark analysis for the academic year.	
Understanding Barriers	The school has a comprehensive understanding of barriers and provides targeted and effective support for CYP and groups of CYP facing barriers to accessing education.	
Individual-Level Analysis	Individual-level analysis is deeply embedded, consistently identifying pupils needing support and aligning this support with the Multi-Tiered Stage of Support.	
Data Analysis	Regular and detailed data analysis of half-termly, termly, and full-year data is used to proactively address patterns and trends.	
Attendance Patterns	Persistent daily monitoring and analysis of attendance patterns ensure all CYP consistently attend all timetabled lessons.	
Impact Monitoring	The impact of school-wide attendance efforts is systematically monitored, showing clear and sustained improvements, including the effectiveness of specific strategies for supporting CYP and demographic groups.	
Data-Driven Decisions	Data-driven decision making is deeply integrated into the school's strategy, consistently driving whole school attendance improvement efforts.	
Parental Meetings	Early support meetings with parents of pupils at risk of PA, Persistent Absence, and Severe Absence are consistently held, demonstrating positive engagement and sustained outcomes.	
External Support	Support from wider external agencies for identified CYP is systematically monitored and assessed, with substantial measures of impact.	

Key Evidence Criteria 4: Key Stakeholders Responsibility, Challenge, and Accountability

Key Evidence	Description	Met (✓)
Data Analysis	The Attendance Governor provides comprehensive data and reports, offering in-depth insights into attendance patterns and trends, and effectively comparing these with other local schools and national data.	
Action Plan and Delivery	The Attendance Governor is deeply involved in attendance improvement, working collaboratively with leaders to strengthen the whole school attendance culture. Regular and detailed reviews of the Inclusive Attendance Action Plan are conducted, showing continuous support and effective challenge.	
Accountability	Highly effective accountability measures are established, ensuring school leaders not only meet but exceed expectations and statutory duties, with the Attendance Governor rigorously holding leaders accountable for attendance improvement.	
Professional Development and Learning	The Attendance Governor completes the online accredited CPD programme - Inclusive Governors and demonstrates effective application of this learning, significantly contributing to school attendance strategies.	

Overall Criteria – Platinum Award (Year 5)
Achieved when 90% of the online self-assessment statements are graded as a 3 in the end-of-year self-assessment, with 10% of the statements graded as a 2.
Achieved when the Platinum Key Evidence criteria is met.

Key Evidence Criteria 1: Attendance is a high priority.

Key Evidence	Description	Met (✓)
Inclusive Attendance Action Plan	The Inclusive Attendance action plan is fully integrated and a cornerstone of the school’s strategy, with exceptional and consistent delivery of the four-stage programme over a 7-month period during the academic year.	
Attendance Audits	Three Attendance Audits demonstrate exemplary practices and sustained improvement in attendance throughout all stages of the four-stage programme, setting a benchmark for other schools.	
Whole School Responsibility	Improving attendance is an ingrained collective responsibility, with all staff fully understanding and excelling in their roles within the Tiered support approach, demonstrating leadership and innovation.	
Support Before Improvement	The school excels in identifying and addressing barriers to education for all CYP, with demonstrable and sustained success in overcoming challenges within and beyond the school gates.	
Positive School Climate	The school has created an exceptional environment that is welcoming, calm, and safe, fostering an unparalleled sense of belonging and connection among CYP.	
Vision, Values, and Ethos	The attendance vision and values are ingrained in the school culture, consistently communicated, and exemplified by all stakeholders, and are a model for other institutions.	
Professional Development	Staff exhibit continuous professional growth and exceptional application of the Inclusive Attendance accredited professional Learning Modules, with innovative practices and leadership in attendance strategies.	

Key Evidence Criteria 2: Clear and Effective Attendance Strategy.

Key Evidence	Description	Met (✓)
Bespoke Policy	The Attendance Policy is a model of excellence, fully compliant with statutory guidance, deeply ingrained in daily practice, and a true reflection of the school's vision, values, and ethos.	
Day-to-Day Processes	Day-to-day processes for managing attendance are exemplary, fully optimised, and embedded in the school culture, ensuring sustained effectiveness.	
Recognition	The recognition of individual and collective achievements of CYP is exemplary, preventing victimisation and promoting equality and inclusion as a core aspect of school culture.	
Attendance Targeting	A highly effective and exemplary strategy for supporting students At Risk of PA, with significant and sustained reductions in Persistent and Severe absence.	
Beyond the Headlines	An exceptional focus on individual pupils, cohorts, and year groups with meticulous forensic analysis ensuring comprehensive support and monitoring of all demographic groups.	
Roles of Leaders	Leaders are instrumental in driving attendance improvements for CYP, demonstrating significant and sustained impact through their well-defined and exemplary roles and responsibilities.	
Collaboration	The school sets a benchmark in collaboration with other schools, local authorities, and local partners. Target support meetings are highly effective, showing significant and sustained school-wide impact.	

Key Evidence Criteria 3: Demonstrate Incremental Attendance Gains and Use of Attendance Data to Support Identified Children and Young People (CYP)

Key Evidence	Description	Met (✓)
Incremental Gains in Attendance Rate	Exceptional incremental gains in the overall attendance rate are consistently achieved and benchmark analysis highlights this exemplary progress for the academic year.	
Reduction in PA Rate	Outstanding and continuous reduction in the Persistent Absence (PA) rate is demonstrated through rigorous benchmark analysis for the academic year.	
Understanding Barriers	The school has an exemplary understanding of barriers and provides comprehensive, effective support for CYP and groups of CYP facing barriers to accessing education.	
Individual-Level Analysis	Individual-level analysis is exemplary, consistently, and effectively identifying pupils needing support and aligning this support with the appropriate Multi-Tiered Stage of Support.	
Data Analysis	Detailed and continuous data analysis of half-termly, termly, and full-year data is used to proactively address and pre-empt patterns and trends.	
Attendance Patterns	Continuous and meticulous daily monitoring and analysis of attendance patterns ensure all CYP consistently attend all timetabled lessons.	
Impact Monitoring	The impact of school-wide attendance efforts is rigorously monitored, showing significant and sustained improvements, including the high effectiveness of specific strategies for supporting CYP and demographic groups.	
Data-Driven Decisions	Data-driven decision making is exemplary and deeply embedded in the school's strategic planning, driving continuous and significant whole school attendance improvement efforts.	
Parental Meetings	Early support meetings with parents of pupils at risk of PA, Persistent Absence, and Severe Absence are systematically held, demonstrating significant positive engagement, and sustained, impactful outcomes.	
External Support	Support from wider external agencies for identified CYP is rigorously monitored and assessed, showing substantial and sustained measures of impact.	

Key Evidence Criteria 4: Key Stakeholders Responsibility, Challenge, and Accountability

Key Evidence	Description	Met (✓)
Data Analysis	The Attendance Governor provides exemplary data and reports, offering detailed and actionable insights into attendance patterns and trends, with thorough comparisons to other local schools and national benchmarks.	
Action Plan and Delivery	The Attendance Governor is a key driver in attendance improvement, working seamlessly with leaders to create and maintain a strong, positive attendance culture. The Governor conducts ongoing and meticulous reviews of the Inclusive Attendance Action Plan, providing unwavering support and challenge.	
Accountability	Exemplary accountability measures are in place, ensuring school leaders consistently exceed expectations and statutory duties. The Attendance Governor holds leaders to the highest standards of accountability for attendance improvement.	
Professional Development and Learning	The Attendance Governor completes the online accredited CPD programme - Inclusive Governors and effectively integrates this learning into the school's attendance strategy, showing a significant and sustained impact.	