

**Quality of Education**

**Grade: Good**

**The quality of education is good.**

**Intent**

- The school provides a very good education for all pupils; from very low starting points the majority of children make very good progress in all subjects across the school. We have successfully closed the gap for disadvantaged pupils and the SEND children make outstanding progress compared to the local and national benchmark.
- Leaders at every level have prioritised the curriculum because it is the substance of education that will make the most impact on children's life chances. Leaders make it their business to ensure that the planned curriculum is implemented successfully and by doing this, they ensure curriculum coherence.
- Our ambitious and inspirational curriculum intent is strongly embedded across the school and implementation is consistently very good in every key stage. Teachers' pedagogy, content knowledge and pedagogical content knowledge is very good because our knowledgeable subject leaders have spent considerable time discussing, training and supporting staff with their practice. Staff CPD is comprehensive and tailored to meet the needs of established and newer staff members.
- Senior leaders have ensured that subject leaders have the right subject knowledge and skill set to effectively lead learning in their subject. Senior leaders hold subject leaders to account for checking the coverage and the depth of knowledge that pupils learn and that the progression is consistent across the school. As a result, progress is very good in all core and non-core subjects as evidenced by data, work sampling and lesson observations.
- Highly skilled leaders have used the best research and expert advice to construct a highly ambitious curriculum that provides children with the knowledge, skills, and cultural capital they need to be successful learners and responsible citizens. We widen children's aspirations; teach them the powerful knowledge they require and prepare them very well for the next stage of their education.
- Every subject has an ambitious curriculum map that sets out the high expectations and progression of knowledge, skills, and vocabulary we expect children to learn and remember in the long term. The curriculum maps have clear endpoints and our expectations for children working at greater depth. Every subject is of equal value and we celebrate and take pride that we have more able artists, musicians, geographers, and historians as well as children excelling in the core subjects. Specialist music, PE and forest school teachers support the curriculum delivery and share practice with teachers.
- All pupils receive the full national curriculum throughout the school. We do not offer a reduced curriculum to any child regardless of background or need. Our highly competent teachers adapt their teaching to ensure every child can meet the learning target with skilful modelling and support from teachers. We do not allow teaching in foundation subjects to be reduced to time-filling exercises and every lesson must develop pupils' conceptual understanding of subject disciplines.

**Implementation**

- Implementation of our curriculum intent is strong at every key stage. Highly engaging learning experiences are very well matched to the aims of our curriculum which produces creative, imaginative, and independent learners. Progress is very good in every key stage with very good

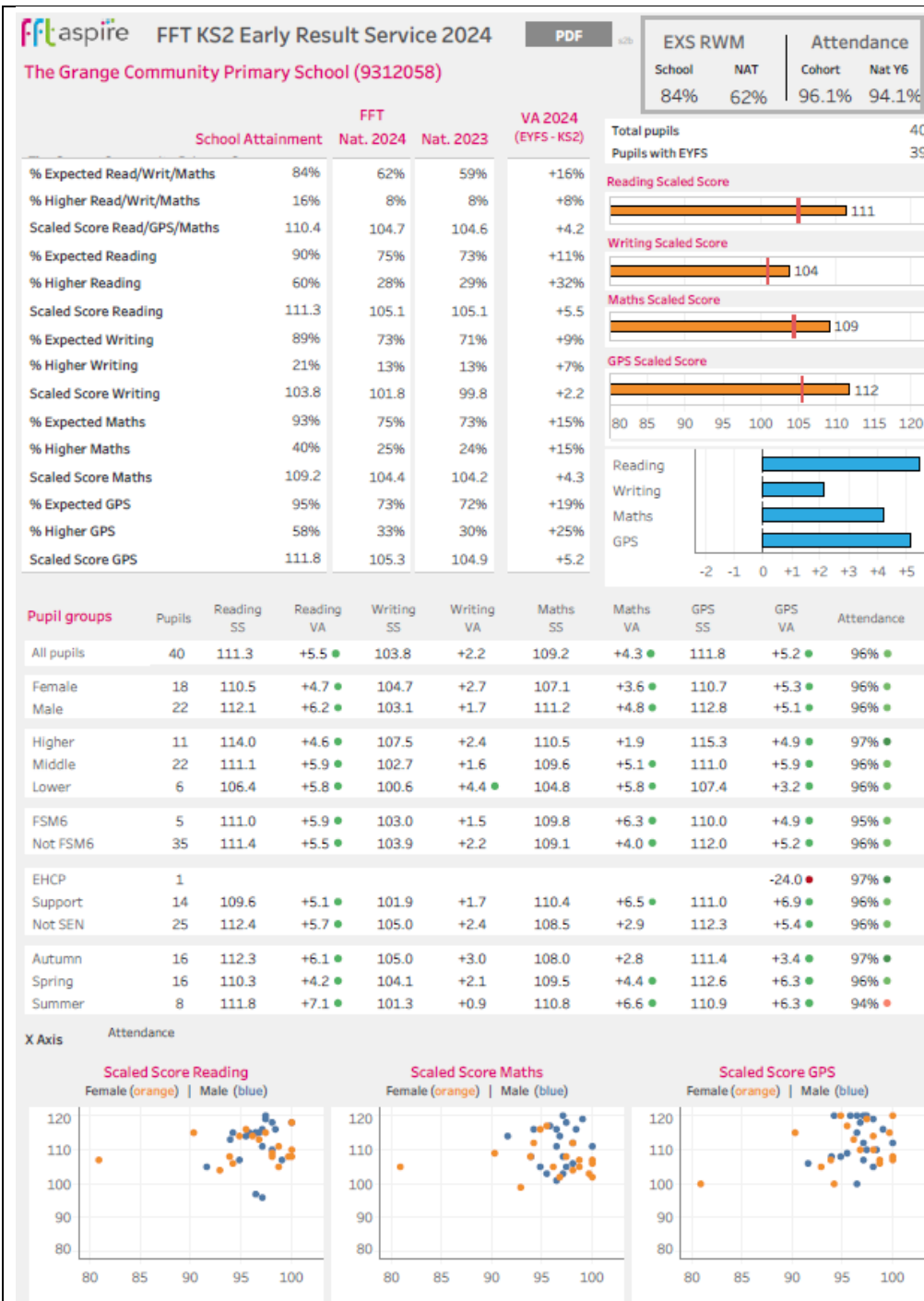
standards in reading, writing, and mathematics. Very good progress and standards can also be evidenced in foundation subjects because of the curriculum coherence we have created.

- Our teaching team has good/outstanding pedagogical knowledge and teach every subject well. They are becoming more adept at asking pertinent questions to enable the children to use higher-order thinking skills; they support children to become independent learners; they adapt and scaffold their teaching so that every child can reach the learning target; and they use assessment well to identify the next learning step for every child. No child slips through the net, every child has their barriers for learning identified and teachers strive to overcome them for every child in the school.
- Our teachers have in-depth knowledge of the subjects they teach which enables them to clearly and succinctly present subject matter to children by breaking it down into manageable chunks. This has been achieved by a year-long and continuous programme of CPD facilitated by subject leaders and external providers concentrating on content knowledge and content pedagogy for every subject. Consequently, all teachers understand what they are teaching and the sequence of the subject. They identify misconceptions and anticipate where children will need support.
- Our agreed definition of learning is that children remember in the long term. Our comprehensive implementation involves teaching new concepts and then repeating, practising, and retrieving the knowledge many times so that it is retained in the children's long-term memory. We interleave learning and space it out to help children remember the powerful knowledge being taught. Our evidence shows that children are learning and remembering more in every subject.
- Our environment focuses on learning; in every class' children demonstrate a deep work ethic and perseverance when completing tasks. In every class across the school, productivity is very good and progress is very strong in all subject areas. Children understand the attitudes to learning that will lead to success and are motivated, confident, and engaged learners.
- Our teaching of reading is outstanding with highly skilled teachers and assistants developing a genuine enjoyment and love of reading for pleasure in children. Imaginative book areas tempt children to read and children are involved in selecting texts for the book areas and texts to read aloud. The texts covered in each year group are mapped out across the school to ensure all children have access to all genres with no duplication.
- Whole class and group sessions focus on building automaticity and fluency in phonics alongside comprehension and reading skills. Reading is supported well at home by parents who have engaged with workshops, complete Reading Journals and utilise the online support we provide.
- Assessment is used well across the school. Incisive oral feedback ensures children make rapid progress. Carefully targeted written marking scaffolds learning and enables children to make improvements themselves. Evidence in books shows that feedback is acted on and leads to rapid improvement. In most classes, assessment is rigorous and used well to ensure work is well-matched to meet individual children's needs.
- A baseline assessment is completed when children enter Reception class and Years 1-6. The assessment identified children's strengths and areas for development. Teachers use this information to modify their teaching and ensure personalised learning in Reception and across the school.
- Formative assessment is used well and in the majority of observed lessons teachers were highly proficient at checking children' understanding throughout the lesson. They then used this information to change the direction or the focus of the lesson.

- Summative assessment is used by Senior Leaders and governors to inform strategic planning and the appraisal process. Strengths and weaknesses are identified, and resources deployed to improve learning outcomes for children.
- Assessment is moderated to ensure accuracy. Internal moderation is completed by Senior Leaders and teachers across all key stages. In addition, the local cluster of schools meets termly to moderate the quality of assessment.
- Detailed assessment information is reported to parents during termly parent consultation meetings and on annual written reports. The school website contains comprehensive and clear information to parents about the curriculum we offer, and the methods of assessment deployed to track children's learning and progress.
- Children are highly adept at using a range of self-assessment strategies to accurately self-evaluate their work.
- The majority of teachers provide activities that encourage the children to work independently and apply their knowledge and skills. As a school, we believe in an inquiry-based approach to learning which allows children to investigate and find out by doing rather than being told.
- Teaching in Reception is very good and meets the needs of all groups of pupils. Phonics is taught most effectively. Strong teaching is informed by accurate assessment which ensures good provision across all areas of learning with stimulating well-planned activities which enable every child to make good progress.
- Support and teaching provision for SEND children is very good with early identification from baseline and assessment evidence. Appropriate intervention programmes are utilised to ensure that SEND children make good progress across the school.

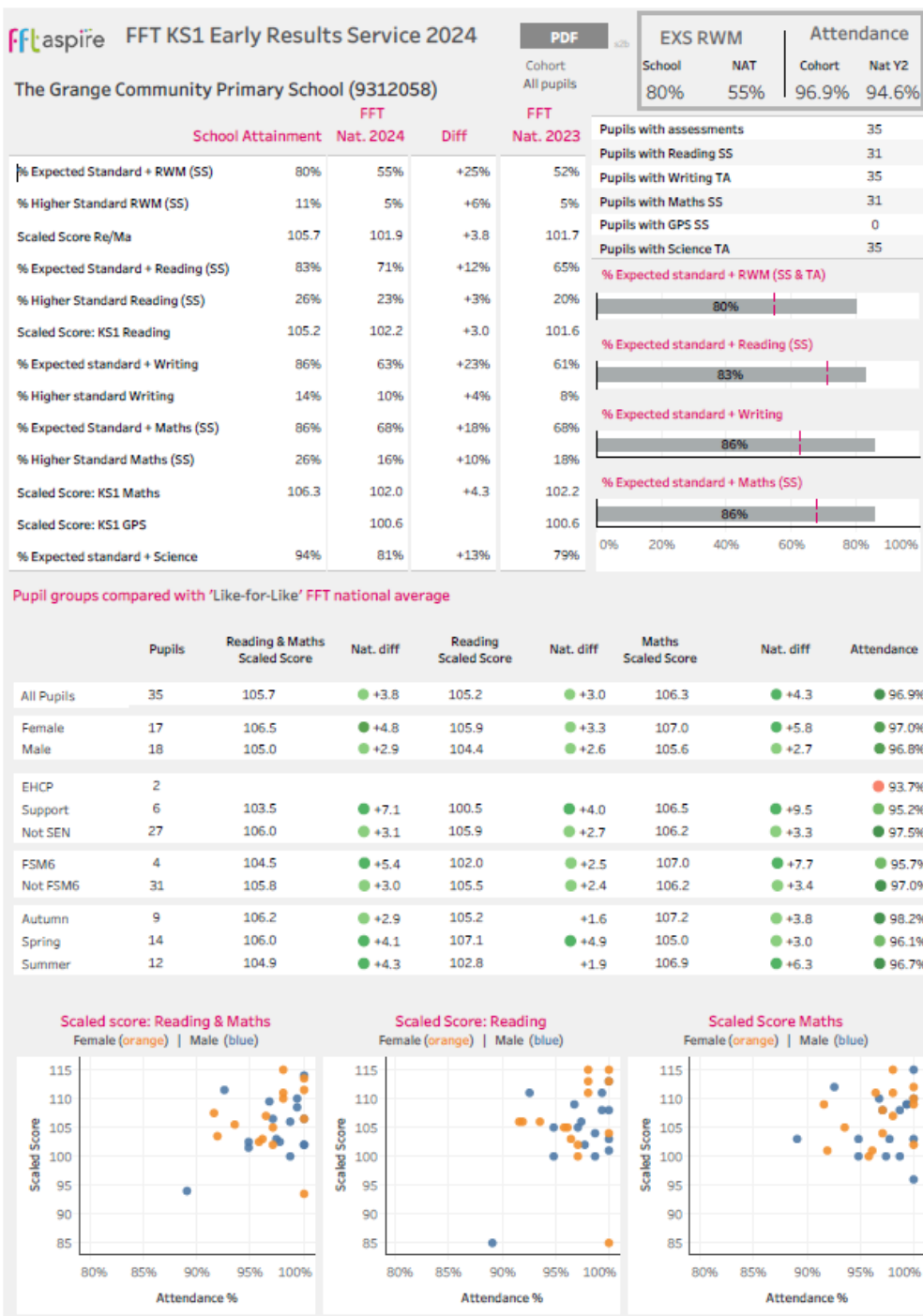
### **Impact**

- Monitoring and analysis have identified that work across the curriculum is consistently high quality. Progress, standards, and attainment are strong in every subject with pupils building cumulative knowledge and skills in all subject domains.



In summary, unvalidated data presents a very strong picture against national data. Progress data judged strong and much effort has gone into the growing SEND cohort and expediting progress regardless of the depth and severity of children's needs.

End of KS assessment data continues to be well above the Oxfordshire averages and FFT national data. The Grange was successfully led through an Ofsted inspection where the school was still judged good with comments in the report relating to strong and ambitious leadership.



- Pupils are ready for the next stage of their education and enjoy a smooth transition to secondary school.
- Pupils from all groups achieve highly including the most disadvantaged pupils. Pupils with SEND perform exceptionally better when compared against the national benchmark.

### Priorities for Improvement

- Develop portfolios of exemplar work, mapping progress in each year group against the curriculum maps.
- We need to ensure that formative and summative assessment is used effectively to shape learning and report on progress and attainment accurately
- We need to raise attainment in writing at KS1 and KS2.
- We need to ensure high standards in fluency and decoding in reading.
- To improve whole school spelling attainment for all groups

### Behaviour and Attitudes

Grade: Very Good

#### Behaviour and attitudes are exceptional across the school.

- The Grange Way is most effective in promoting outstanding behaviour.
- The School has a very strong, positive ethos and atmosphere which provides a warm and safe environment for children to grow and flourish. Visitors to the school commend us on how calm and orderly the school is and how respectful and polite the children are. Difference is valued, celebrated and nurtured and every child has a real sense of belonging and pride at being part of our school community. Kindness is valued and celebrated in our school community and pupils' actively support and encourage the well-being of others.
- Behaviour is consistently high with pupils showing great respect for others. This has been achieved by setting high expectations at every level. These have been clearly explained and communicated in our policy which is consistently and rigorously applied at every key stage.
- The behaviour of children in lessons, playtimes and around the school is outstanding with consistently high levels of respect for staff and each other and children exhibiting high levels of self-control. The majority of children have outstanding attitudes towards their learning and very little learning time is lost because of behavioural disruption.
- We have The Grange Way which sets out clearly our high expectations of behaviour and conduct. It is understood by all and relentlessly implemented by all staff. This has led to a positive and respectful school culture where all children feel valued and important.
- Children feel safe and know that bullying, harassment, and violence are never tolerated. When incidents do occur, they are dealt with swiftly and effectively. Detailed records are maintained and follow-up with the victim is regular to ensure there has been no repeat of the unwanted behaviour.
- Children are encouraged to actively contribute to the life of the school show initiative and devise ways they think school life could be improved. E.g., Student Body Representatives – internally and externally
- The behaviour of children in Reception is outstanding and they demonstrate a positive attitude towards learning and a good ability to make choices and decisions for themselves. Children in Reception cooperate well with each other, and they are very courteous and respectful of each other and adults.

- The outstanding curriculum and memorable learning experiences enable children to be highly motivated and enthusiastic about their learning.
- In recent questionnaires the children have told us that they feel safe and well cared for in school. They felt that all adults in the school listen and care for them and that the school enjoys excellent respectful relationships.
- Children understand how they seek help if they feel they are being bullied and know to always tell an adult if they feel they are concerned. Records of bullying are kept and although incidents of bullying are rare, when they arise, they are taken very seriously, dealt with swiftly and investigated fully.
- Through the curriculum, training, and assemblies' children and staff are highly aware of potential dangers and know how to keep themselves safe. Policies procedures and documentation are clear and accessible and ensure the safety of the whole school community.
- Attendance and punctuality is above average overall at 97%, but below for some PPG children. The attendance of some SEN children is lower than SEN peers as they are in the low-attending PPG cohort. Stringent checking swiftly identifies poor attendance which is tackled vigorously through a tiered range of strategies involving the school and external agencies.
- Positive rewards and sanctions systems are well known and understood by the children who respond and behave well as a direct result of the systems. Children are very supportive of each other and show high levels of care and support. Children who demonstrate outstanding behaviour and attitudes are rewarded with Caught Being Good Awards, weekly awards in special assemblies, and end-of-term treats.
- The school has School Games Platinum status and strong teaching has meant that children have developed a good understanding of how important it is to maintain a healthy lifestyle.
- Lesson observations completed over the past academic year indicate that the majority of teachers promote outstanding behaviour within lessons and deploy a wide range of highly effective positive management strategies. When pupils present with challenging behaviour they are dealt with sensitively, fairly, and effectively by staff who genuinely care and nurture the children. We never give up on any child and support every child, however challenging, to succeed in their education.
- The majority of children show very high levels of courtesy, enthusiasm, engagement, and cooperation both in lessons and around the school.
- Rare incidents of low-level disruption are swiftly managed and controlled and any persistent behaviour issues are addressed through strong school management systems and in collaboration with parents and carers.
- Outdoor learning is becoming a strong aspect of the schools' work with the further development of a Forest School area and provision and an improved Reception outdoor environment. The Outdoor Play and Learning initiative is underway this year. Teachers plan a range of outdoor activities that promote team building, collaboration, and a culture of risk-taking and pushing the limits.

#### **Priorities for Improvement**

- We need to ensure new staff members embrace and deliver The Grange Way
- To further improve the lunchtime experience for the children to better reflect the ethos of the school.



**Personal Development**

**Grade: Very Good**

- Personal Development at The Grange covers PSHE (Personal, Social, Health, and Economic), SRE (Relationships, Sex Education), and SMSC (Spiritual, Moral, Social, And Cultural). Personal development is not just a subject, but a part of our daily school life and ethos, The Grange Way.
- Personal development is very strong with pupils having access to a wide range of rich and varied experiences. Take-up is excellent among all pupils, with the majority of disadvantaged children and SEND pupils accessing the opportunities to develop their talents and interests.
- Personal development is coherently planned through breadth in the curriculum and extra-curricular opportunities such as Forest Schools, PE Interventions, sensory circuits, trips, and many clubs such as Art, Chess, Science, gymnastics, football, and gardening.
- Our supportive environment with clear boundaries helps build children's self-belief, resilience, and character, without stifling their creativity and independence. We provide pupils with a wide range of responsibilities to develop their character. The key to promoting positive self-belief is for pupils to experience successful learning experiences and this is central to our curriculum design and implementation.
- We support children to develop resilience because it is vital for children to succeed, particularly the most disadvantaged children. Caring and supportive teachers coupled with our safe and orderly environment, and high expectations help children develop grit. We provide many opportunities for, pupils to be involved in school life such as reading buddies, playground buddies and school council representatives, tuck shops, book fairs, mental health, spelling, reading, anti-bullying, STEM ambassadors, GrangeFest stalls, choir singing at local residential homes.
- We ensure that our curriculum deals with children's physical and mental health which is a main indicator of future issues and pupils' level of engagement with education. We use our curriculum to teach about healthy behaviours both physically and mentally.
- An important part of personal development is supporting children to become active citizens who make a positive impact in the world. We do this by tackling local and global issues and debating different points of view.
- SMSC is a strong feature of the schools' work and staff takes every opportunity to promote children's development in lessons and throughout the day. Children are spiritually aware; they have excellent moral compasses and know right from wrong. Socially children are cooperative, respectful, and supportive of each other. Children demonstrate high levels of tolerance and respect for cultures different from their own. Parents strongly agree and or agree that school supports the wider personal development of their children.
- At the Grange Community Primary School the intent of the Personal Development curriculum is that it is accessible to all and will maximise the outcomes for every child. The children will be able to see Personal development linked in every subject and therefore understand its importance within their learning. We want every child at The Grange to be happy, healthy, responsible, and independent members of our ever-changing society.
- The curriculum helps them to understand how they are changing physically, personally, and socially. It tackles many of the moral, social, and cultural issues that are a part of growing up and becoming an inclusive member of their community and the wider world.
- Our children clearly understand their rights and responsibilities and appreciate what that means to be a member of a diverse society. They cover issues that affect everyone, but also specific issues



that their local community faces, so they can make choices that keep them, and others around them safe.

- Personal development teaches our children about relationships, emotions, reproduction, and health, as well as transferable skills to help them navigate their way through life. We consistently promote British values, not only through the curriculum, assemblies, and class discussions but also daily through our school ethos and The Grange Way.
- Most importantly our personal development curriculum must give children their voice; to be able to enable them to become proactive and well-rounded citizens.
- At the Grange our intent is for every child to leave our school confident, unique, and proud.
- We use assemblies, circle times, class discussions, themed days, and our school ethos; The Grange Way to promote the importance of British Values across the school. We have student ambassadors who promote the importance of mental health/well-being and anti-bullying across the school and work directly with their peers. They lead in organising Anti-bullying Week and our annual Make Me Smile Day.
- We ensure that Personal Development is taught right across the school starting from EYFS with them covering personal, social, and emotional development (early learning goals), and building on that learning each year to Year 6.
- We facilitate Personal Development at The Grange by following SCARF (safety, caring, achievement, resilience, friendship) and SCIB (safeguarding children in Banbury). Personal development is a set weekly lesson in each class across the school with additional time scheduled for circle times, where personalised topics that are relevant to our school and community can be covered and dealt with in more depth.
- At The Grange we have Personal Development days termly, each term has a different focus, and we use this time to tackle any issues or topics the children have said they would like to learn more about with regards to their personal development. We also use this time to learn about personal development through other areas of the curriculum e.g., through maths and English, so that our children can see the common thread, and see that PD is at the heart of everything we do.
- Because of a strong culture of 'self', children are resilient, they thrive and make great contributions in all aspects of life inside and outside of school.
- The Grange Way is the 'heartbeat' and glue of our school; it is embedded into the daily life of our community and navigates the school successfully. Because of this, they show kind, respectful, and inclusive behaviour. They can talk about the importance of being an individual and how we should treat everyone equally regardless of their culture, ethnicity, or faith.
- Through their 'voice' our children can demonstrate that they know how to keep themselves physically and emotionally safe – showing confidence in recognising and reporting anything or anyone that could make them unsafe.
- As a result of the personal development curriculum, our children can talk about their rights and their responsibilities towards school, our local community and the wider world.
- Because of the broad range of activities and importance of Personal Development at our school, children know the importance of keeping healthy and that emotional and physical health are both equally important. They can talk confidently about ways in which they can keep their minds and body healthy, and what life choices could put their health at risk.
- As a result of fundraising and receiving support from the PTFA, the outdoor environment has been zoned, offering a range of activities to promote imagination, communication, team building skills,

fine and gross motor skills. All children have access to the whole school site daily and the offer extends outside of school hours (OPAL Club). The Grange have been 'adopted' by a local construction company who are providing ongoing construction and den building resources as and when needed. As well as this, The Grange have utilised funding opportunities via NOSSP and because of this, school were able to purchase welly stores, storage and additional outdoor resources. This project is ongoing, and the OPAL audit will continue to drive OPAL progress.

#### **Priorities for Improvement**

- To improve parent/carer and wider community involvement in OPAL through an extended offer
- To improve the quality and variety of outdoor play resources/zones with suitable supervision
- To improve the quality of staff CPD around play and interaction to facilitate and extend outdoor learning

#### **Leadership and Management**

**Grade: Very Good**

Leadership and management is very strong.

- We recognize that strong leadership is the most important school-level factor for improvement. We have invested heavily in training and development to create strong leaders at every level. Senior leaders practice an instructional leadership approach. They are hands-on in leading improvements to pedagogy and the curriculum. The senior leaders recognize that they cannot single-handedly lead school improvement, so they have skilled subject leaders to distribute the load, who are given autonomy within the shared vision and accountability framework.
- The governors carry out their statutory duties effectively. They are omnipresent throughout all aspects of school improvement work and have an accurate understanding of data, and all aspects of school life, and challenge senior leaders well. Their self-evaluation is effective and thorough. Link governors and committees show clear knowledge and understanding of our school, the quality of education and curriculum, school finances and budget, safeguarding, and personal development and attitudes.
- Our leaders have a clear and strong vision which is shared effectively with the whole school community. They are passionate about improving every child's life chances and strive to offer the best curriculum which is life-changing for children. Parents, children, staff, and governors understand that only the best will do for our children and every child will make progress.
- Our well-designed programme of professional development has led to improved pedagogy and subject knowledge in every subject and key stage. We have used the best internal and external CPD with proven impact and it is related to school effectiveness. CPD is differentiated according to the needs and level of experience of the teachers. Our most effective CPD is peer teaching and collaboration sharing the best practice across the school. Targets are set before the CPD programme is planned and the impact is analysed by Senior Leaders. The impact of last year's training programme improved pedagogy in every subject resulting in the children knowing more and remembering more in the long term in the non-core subjects, building skills with children 'learning through doing' and acquiring disciplinary knowledge. ECTs have successfully completed their two-year training programme and TA Apprentices completed the L3 TA courses. Our newly appointed ECT is undertaking the Year 1 ECT Development Programme.
- Leaders strive at every level to maintain consistency in all aspects of our work. Strong subject leaders and high-quality monitoring and evaluation have reduced variation and ensured teaching is never less than good.
- Parental and community engagement is exceptional with a high attendance of 95% at parental consultations including parents of disadvantaged (76%) and SEND (98%) pupils. Parents who do not attend, are followed up with a phone call or additional meeting.

- We have achieved this by providing many informal opportunities for parents to come to school and learn how to support their children's learning. We provide information on social media platforms about how to support children with their reading, writing, and mathematics.
- Staff well-being and morale are very high due to the warm, respectful, and positive relationships throughout the school. Leaders actively engage with staff about workload issues and have made amendments to the marking, feedback, and assessment systems as a result of the consultations.

### **Curriculum**

- Our highly effective and well-sequenced creative curriculum reflects the inspirational ethos of the school and as a result children make outstanding progress. The curriculum is broad and balanced and upholds the core British values. Teachers excellent subject, pedagogical and pedagogical content knowledge enables them to implement the ambitious curriculum maps well, leading to children mastering the key concepts in subjects to make them procedurally fluent historians, geographers, etc
- Every child receives a full and rich curriculum. We do not narrow the curriculum to inflate results for SATs. Reading, writing, and mathematics skills are developed very well in all subjects, leading to results above national averages in core subjects and outstanding progress and attainment in non-core subjects.
- The curriculum is enhanced by imaginative use of visits and lots of opportunities for learning in the outdoor environment to enhance the curriculum and raise rates of progress and standards of achievement. Teaching the curriculum through exciting themes makes learning real, engaging, memorable, and fun. Parents strongly agree or agree that there is a good range of subjects, clubs, and activities available at The Grange.
- As far as possible teachers plan experiences for children that appeal to their interests and are challenged by interesting tasks and real-life problems to investigate and find a solution. Every subject adopts an inquiry approach to learning, where children are supported to raise questions and hypotheses and given the research skills to find the answers independently.

### **Leading Learning**

- Priority has been given to the recruitment of high quality, well trained and suitably qualified staff. The staff team's stability is affected by 4 maternity leave positions however, all staff share the school's high expectations and vision that learning is lifelong and every lesson counts.
- Thorough performance management is improving the quality of teaching by accurately identifying strengths and weaknesses and providing high-quality CPD to secure improvement in key areas.
- The sharing of good practice across the partnership of schools has led to significant improvements in the range of activities and quality of learning experiences provided to the children.
- Leaders are highly effective and strategic when deploying staff and resources. This is based on accurate monitoring and self-evaluation systems to ensure resources have the greatest impact on the highest priority needs.
- Regular lesson observations ensure that the quality of teaching is constantly improving. Targets are set and agreed upon at the end of each observation and followed up at the next visit so that progress can be identified.

- Leadership roles are devolved highly effectively and the whole partnership staff work together very well as a team in the drive to move the school forward.
- Children's learning and progress have been maintained since the last inspection because the monitoring of teaching and learning has been rigorous.

### **Positive Learning Environment**

- The leadership has worked hard to establish a bright and stimulating learning environment that provides safety and security for the children.
- Recent improvements to the Reception outdoor area and the addition of SEN intervention/sensory space have enhanced the quality of teaching and learning we can offer the children.
- Strong leadership of ICT means that it utilised imaginatively to further enhance learning and help motivate and engage children.
- The unrelenting focus on serving the pupils and families of The Grange remains strong, including the breadth of the offer to disadvantaged pupils to strengthen their cultural capital. It was noted that Ofsted judged safeguarding "comprehensive" and the LA ESAT Safeguarding Review was outstanding - testimony to the unrelenting focus and effort that goes into maintaining the welfare and safety of the children.

### **Partnerships**

- We are very fortunate to be part of a cluster of schools and excellent practice is shared across the schools to the advantage of the children at every school.
- We work closely with the feeder pre-schools to ensure smooth transitions and moderate assessment. Recent developments have included joint training on RWInc and moderation of writing to ensure consistency in approach.
- We are a strong active member of a local network cluster of schools sharing excellent practice and providing high-quality training and professional development opportunities.
- We have established excellent partnerships for children with SEND and work closely with Educational Psychologists and Speech Therapists to ensure children receive the appropriate support and intervention to meet their individual needs.
- The leadership team works incredibly hard to engage parents in their child's education. Parent workshops, open days, focus weeks, exciting offsite visits, and excellent communication have engaged the community and the partnership with parents is outstanding.
- As a consequence, parental satisfaction with the school is very high with 122/122 parents/carers saying that they would recommend the school.
- Partnership with SEND professionals and experts is outstanding leading to SEND receiving exceptional support, this has led to SEND children making better than expected progress.

### **Capacity to Improve**

- Leaders are passionate about sustaining the very good practice already in the school. They have developed a succession planning approach by appointing Senior Leaders to all the key roles such

as English leader, SENDCO etc. The Leaders in Learning are learning the generic skills of leading improvement meaning we have a large pool of leaders able to lead improvements across the school.

#### **Priorities for Improvement**

- In all subjects, leaders must identify precisely enough the essential knowledge that pupils need to learn over time.
- Subject leaders must have comprehensive knowledge of progress and attainment, strengths and weaknesses in their subject.

### **Improvements since the Last Inspection – March 2023 – Issues Highlighted on Report**

***In a few foundation subjects, leaders have not identified precisely enough the essential knowledge that pupils need to learn over time. As a result, pupils are not building their knowledge as well as they could be in these subjects. Leaders should ensure that staff have sufficient guidance about what pupils need to learn and remember, including how component knowledge builds over time in all subjects.***

- Progression maps for all subjects re-written, shared and published – RE and Music
- Training for subject Leads throughout year undertaken and planned for rest of the year
- Scrutiny by governors in Standards committee
- Specialist Music teachers employed; curriculum being delivered to a high level
- Ongoing monitoring and evaluation of foundation subjects