

INDEPENDENT EXTERNAL SCHOOL EVALUATION

REPORT

**WILLOW PARK JUNIOR SCHOOL,
BLACKROCK,
COUNTY DUBLIN**

DATE OF EVALUATION: 9 MAY, 2013

1. Introduction

Willow Park Junior School is a Catholic, fee-charging school located on the Williamstown Campus in Blackrock, County Dublin. It shares a very attractive new school building with Willow Park Senior School, a separate post-primary school for first-year students. Blackrock College is located on the same educational campus. Willow Park Junior School caters for boys from junior infants to sixth form and was originally established by the Spiritan Congregation as a preparatory school for Blackrock College. The school's mission statement notes that it aims to "create an environment that is conducive to learning and to foster the development of pupils in a caring, courteous and Christian manner." The school aims to deliver a broad-based programme that includes a wide and varied range of extra-curricular activities and to provide an enriching learning experience for the whole-school community. In 1999, the Spiritan Congregation established a single trustee body, the Des Places Educational Association (DEA), to act as the patron body for all Spiritan schools in Ireland including Willow Park Junior School.

Currently, there are 599 pupils enrolled in the school. Pupil attendance is carefully monitored and attendance rates are very good. The teaching staff comprises an administrative principal, a teaching deputy principal, four teaching deans, twenty classroom teachers, two full-time and three part-time learning-support teachers in addition to peripatetic teachers for Irish, Physical Education, French, Music, Religion and Computer Studies. The Spiritan ethos, with its strong emphasis on caring and nurturing individual talents, together with its mission to look after those less well off, underpins the educational philosophy of the school.

An independent external school evaluation was requested by the patron, the DEA, in conjunction with the school's board of management, to affirm the good work of the school and to put forward recommendations for further development. The quality of teaching and learning in Irish, English, Mathematics, History and Geography was evaluated. The quality of school management, school planning and support for pupils with additional educational needs was also assessed.

2. Summary of Findings and Recommendations for Further Development

The following are the **main strengths** of the work of the school:

- The board of management provides very effective governance to the school.
- The Willow Parents' Association (WPA) plays a very active role in supporting the work of the school.
- The senior management team provides very effective strategic leadership and works very well with middle management to administer the educational and organisational functions of the school.

- A highly effective home-school communication system ensures that parents are fully informed about individual pupil's progress and are provided with information about classroom protocols and procedures. In addition, a weekly newsletter (provided by the WPA) informs the school community about academic, social, cultural and sporting events.
- Overall, the quality of teaching and learning in the school is good.
- A positive, supportive learning environment, underpinned by a strong Spiritan ethos is evident throughout the school. Pupils were seen during the evaluation to be enthusiastic, courteous and eager to learn and the quality of their written work and projects is generally very good.
- The attractive new school building is very well designed and resourced. All classrooms are equipped with interactive white boards. The holistic education of pupils is enhanced by the use of a very fine school library and extensive sports facilities.

The following **main recommendations** are made:

- The school should devise a system of maintaining a monthly progress record (Cuntas Míósúil) of work completed in each class.
- The curriculum responsibilities of deans should be reviewed. It is recommended that each dean, working in collaboration with colleagues, should have a more clearly defined leadership role in one or two curriculum subjects for the whole school, rather than having responsibility for all subjects at one form level. Refocusing on a vertical, rather than a horizontal structure should enhance the whole-school dimension of curriculum delivery.
- It is advised that the whole-school plan for Irish and its implementation be reviewed. It should be ensured that the communicative approach is given a central place in the teaching of the language and that more emphasis is put on the appropriate use of the continuum of *Pre-Communication*, *Communication* and *Post-Communication* in the structuring of lessons. The use of English during the teaching of Irish should be avoided as a general rule.
- It is recommended that a more detailed description of protocols and procedures for learning-support teachers working collaboratively with teachers in classrooms should be agreed. A station-teaching approach, particularly in infants and junior forms, is recommended.
- It is recommended that the school's board, in conjunction with the patron body, should review the school's allocation of time for the delivery of curricular instruction including the practice whereby pupils attend for 167 days of the school year compared with 183 school days in other primary schools in Ireland. It is recommended that a medium to long-term strategic plan be put in place to address this shortfall in order to uphold the integrity of time in school for all pupils. This development would reflect the school's expressed aim to offer an educational experience for its pupils that fully exemplifies best practice in primary education in an Irish context.

3. Quality of School Management

Spiritan junior schools are managed by a board of management constituted under the *Education Act (1998)* and the *Articles of Management of Spiritan Junior Schools (2012)*. The board of management in Willow Park Junior School is properly constituted and is highly supportive of the work of the school. All board members carry out their duties very conscientiously. They are committed to providing a high quality education for the pupils. Personnel on the board contribute to school governance according to their particular professional talents and backgrounds. Members of the board have availed of training provided by the school patron. The board meets regularly, maintains a comprehensive record of all its activities and conducts its financial affairs in an appropriate manner. The board has made excellent provision in terms of school facilities and educational resources and is commended for the development and maintenance of the new school building and grounds. In addition, the board takes a particular interest in staff development and has made provision for the continuing professional development of its teachers. The chairman of the board regularly visits the school, meets teachers, parents and pupils, and attends school social events when possible. The board ensures that the school's patron is fully apprised of all school activities and, in addition to an annual report, a copy of the minutes of each board meeting is provided to the DEA.

The school is supported by a dynamic and effective parents' association. Parents from all form grades in the school are represented on the Willow Parents' Association (WPA). The WPA is centrally involved in the day-to-day life of the school and actively supports the Willow educational experience and ethos. A *Willow Weekly* newsletter is published online and in hard copy and a special WPA notice board for parents is positioned in the entrance to the infants' section of the school.

Communication between home and school is very good. The school operates an open-door policy where parents are welcomed to discuss their son's progress with the class teacher, the form dean, the deputy principal or with the principal at any time. Each September, parents are invited to their son's classroom to meet the teacher and be informed about expectations, protocols and curriculum content for the forthcoming school year. Formal parent-teacher meetings are held every November. Homework journals and progress booklets ("judgers"), which are sent home regularly, also help to foster good communication. Formal school reports are sent to parents at Christmas (second to sixth forms) and summer (all classes).

A re-defined structure of senior and middle management comprising deputy principal and form deans was established in 2007. Deans, who have middle-management responsibilities in the pastoral, administrative and curricular areas, were appointed for the various form levels. Under the direction of the deputy principal, the deans organise daily supervision rotas, chair weekly form meetings and co-ordinate structures in order to facilitate good teaching and learning, to promote open communication and to cultivate team-work. Each dean guides curricular planning and co-ordinates the delivery of the curriculum at form level. Guided by the deputy principal, the deans collaborate with the aim of ensuring the development of

an integrated school curriculum from junior infants to sixth form. Deans also deal with issues at form level as they arise, communicate with parents, and implement agreed strategies to encourage courtesy, tolerance and good behaviour. The senior management team provides very effective strategic leadership and works very well with middle management to administer the educational and organisational functions of the school.

Under the revised middle-management structure, each dean, in collaboration with the form teachers, oversees planning and curriculum implementation at form level. This provides an efficient horizontal structure for the co-ordination and implementation of the Primary School Curriculum. However, it is considered that it detracts somewhat from the spiral, whole-school dimension of curriculum design and content. To offset this, it is recommended that the curriculum responsibilities of deans be reviewed. Each dean, working in collaboration with colleagues, should have a more clearly defined leadership role for one or two curriculum subjects across the whole school, rather than having responsibility for all subjects at one form level. Refocusing on a vertical, rather than a horizontal structure should enhance the whole-school dimension of curriculum delivery. Currently, deans report on a regular basis to the deputy principal and the principal on curricular development and progress. In addition, they meet with a board of management group once a year to present a review of the year and advise on upcoming plans and ideas. This reporting structure represents best practice and should continue.

Historically, Willow Park Junior School was established as a feeder school for Blackrock College and, as such, the school traditionally had a post-primary lesson structure and school calendar. In light of the significant curricular and educational developments that have taken place over recent years in line with the primary education model, the school authorities should now seek to consolidate the position of Willow Park as an independent junior school that implements the Primary School Curriculum and that fully exemplifies best practice in primary education. In order to realise this ambition, it is recommended that the school's board, in conjunction with the patron body, should review the school's allocation of time for the delivery of curricular instruction including the practice whereby pupils attend for 167 days of the school year compared with 183 school days in other primary schools in Ireland. It is recommended that a medium to long-term strategic plan be put in place to address this shortfall in order to uphold the integrity of time in school for all pupils. This development would reflect the school's expressed aim to offer an educational experience for its pupils that fully exemplifies best practice in primary education in an Irish context.

4. Quality of School Planning and Self-evaluation

The school has recently compiled a whole-school plan which sets out aims and teaching approaches in all the curriculum areas. The plan also incorporates a range of organisational and procedural policies. In order to build on this solid foundation, it is recommended that the whole-school plan for English, Irish, History and Geography should be reviewed and suggested curriculum content for each form level should be included in the next version of the plan. For example in English, a menu of suitable

poems for each form should be provided and a list of suggested topics for writing in the various genres should be included in the plan. In History and Geography, the plan should suggest aspects of local study suitable for each form level.

Traditionally in Willow Park Junior School, classroom planning was the responsibility of each individual teacher. Since the introduction of the re-defined middle-management system, general form-level planning and individual-teacher planning have incrementally grown and progressed. Teachers collaborate with form colleagues when devising long-term curricular plans, and then compose their own short-term plans individually. In teachers' short-term plans, it is recommended that there be a greater emphasis on setting out the learning targets or objectives together with a description of suitable teaching approaches and resources to be deployed. In long-term plans, reference to chapters or sections in textbooks should be avoided and teachers should instead formulate their plans more in terms of curriculum content and expected learning outcomes.

It is also recommended that a monthly progress record of work completed and of learning attainment in each curriculum area be provided by each teacher. The format for this record should be simple, straight forward and user friendly and it should be designed to give a clear overview of the work completed in each curriculum area at the end of the month. Monthly progress records should be retained on file centrally in the school.

With regard to school self-evaluation, a very practical start was made to the process in 2011 when a wide ranging review of all school activities was undertaken. Questionnaires were distributed to parents, members of the board of management, staff, past pupils and current pupils. The questionnaires covered a very broad range of topics and sought the views of the whole-school community. The outcomes were carefully analysed and considered. It is recommended that a similar approach be taken but with a narrower focus when future changes in curriculum or organisational structures are contemplated. It is recommended that the document *School Self-Evaluation – guidelines for primary schools*, which is available on the website of the Department of Education and Skills, be consulted in this regard.

5. Quality of Teaching, Learning and Pupil Achievement

In Willow Park Junior School, teachers generally follow the Primary School Curriculum (1999). In addition, many extra-curricular sporting, cultural and social activities are provided which enrich the educational experience of the pupils. Overall, the quality of teaching and learning in the school is good. A broad and balanced programme is followed and a wide range of suitable educational resources is available to support the work. Pupils' achievements across the curriculum are celebrated and many fine examples of their work are displayed in classrooms and in the public areas throughout the school. Teachers have high expectations for the quality of pupils' work and a culture that marks achievement and success is apparent. During the evaluation, a variety of teaching strategies were observed where teachers facilitated pupils in being actively engaged in their own learning. Pupils were seen to be enthusiastic, courteous and eager to learn and the quality of

their written work and projects is generally very good. In a number of classrooms, however, an over reliance on whole-class teaching and teacher-directed lessons were observed. It is suggested, in accordance with conventional best practice, that more emphasis be placed on active and collaborative learning, where pupils work more frequently in pairs or small groups and where teaching methods differentiate the programme to match pupils' abilities.

English

Teaching and learning in English is underpinned by a whole-school plan that is based on the principles and content of the Primary School Curriculum. Suitable objectives are described under each strand and strand unit and appropriate teaching methods are set out. The importance of oral language development is recognised and pupils' attainment in this area is commended. In general, pupils speak confidently and competently on a variety of topics. English reading is systematically taught. A structured phonics scheme is used at infant level and graded reading texts and class novels provide a solid basis for development in middle and senior grades. A wide range of reading material is available in every classroom and the very fine school library is an excellent location for pupils to read and enjoy books. Pupils are also provided with opportunities to act as library assistants or as reading buddies for pupils in lower classes. These and other strategies promote an active interest in reading and books. Writing skills are fostered with due care in all classrooms and pupils are given opportunities to write in a variety of genres. In infants and junior classes, pupils' written work is appropriately scaffolded to promote the development of skills, creativity and independence in writing. In some classes, self-assessment worksheets allow pupils to evaluate their own written work. Pupils are provided with opportunities to publish their work in the school weekly newsletter or on the school's website. In some forms, a class magazine affords pupils the opportunity to display their writing talents to wider audiences. Pupils' work in copybooks is generally well presented and in most classes their efforts are carefully monitored. Standardised test results in English indicate that the majority of pupils are achieving high standards.

Irish

Léirigh na daltaí, agus pobal na scoile i gcoitinne, dearcadh dearfa maidir leis an nGaeilge le linn an mheasúnaithe. Tá an dréachtphean scoile agus teimpléid phleanála éagsúla a soláthraíodh bunaithe ar Churaclam na Bunscoile. Sonraíodh go bhfuil na cáipéisí seo cabhraitheach mar threoir do na hoidí. Is cabhraitheach, chomh maith, an teagasc a dhéanann an t-oide cuairtíochta ar son oidí nach bhfuil Gaeilge acu.

Ba chreidiúnach an slacht a léiríodh san obair scríofa agus an leas a baineadh le linn an mheasúnaithe as ceol agus as cluichí teanga i roinnt foirmeacha. B'inmholta an úsáid a baineadh as rainn agus as fíorearraí i mbunroinn na scoile go háirithe. Sonraíodh gur sroicheadh caighdeán foghlama an-chreidiúnach i roinnt áirithe foirmeachacha. Aithnítear an dua a caitheadh sna rangsheomraí go léir leis na snáitheanna *Éisteacht*, *Labhairt*, *Léitheoireacht* agus *Scríbhneoireacht* a mhúineadh de réir Churaclam na Bunscoile. D'ainneoin dicheall oidí, bhí laigí le sonrú i múineadh na Gaeilge san scoil ina hiomláine áfach. Úsáideadh aistriúchán go neamhchuí mar

chur chuige in an-chuid ceachtanna. Bhain easpa soiléireachta le hionchur teanga nua agus le struchtúr an teagaisc go minic le linn ceachtanna. Bhí cuid d'ábhar an teagaisc bunaithe an iomad ar shaothrú téacsleabhar. Níor cuireadh troime na cainte ar na daltaí minic go leor agus léirigh siad easpa saoráide ina gcuid cainte.

Comhairlítear athbhreithniú a dhéanamh ar an bplean scoile uile don Ghaeilge agus ar a chur i bhfeidhm. Níor mhór a dheimhniú le linn and phróisis seo go mbeadh ionad lárnach ag an gcur chuige cumarsáideach i múineadh na Gaeilge sa scoil, agus go mbeadh béim bhreise á cur ar úsáid chuí a bhaint as an gcontanam cumarsáide *Réamhchumarsáid*, *Cumarsáid* agus *Iarchumarsáid* in eagrú ceachtanna. Ba chóir úsáid an Bhéarla a sheachaint le linn mhúineadh na Gaeilge i gcoitinne. Ba léir gur eagraíodh gníomhaíochtaí léitheoireachta agus scríbhneoireachta go tráthrialta, bíodh nár mhór tuilleadh saorscríbhneoireachta a chleachtadh sa todhchaí.

The pupils, and the general school community, displayed a positive disposition to Irish during the course of the evaluation. The draft school plan, and various planning templates that have been provided, are based on the Primary School Curriculum. These documents were clearly helpful as a guide to the teachers. The teaching being done by the peripatetic teacher on behalf of teachers who do not speak Irish is also helpful.

Creditable neatness was evident in written work as was the use of music and language games in a number of forms during the evaluation. The use of rhymes and real items in the lower division of the school was especially praiseworthy. The achievement of a very creditable standard of learning was demonstrated in a certain number of forms. The efforts made in all classrooms to teach the strands *Listening*, *Speaking*, *Reading* and *Writing* in accordance with the Primary School Curriculum is recognised. However, despite the endeavours of teachers, weaknesses were apparent in the school as a whole. Translation was inappropriately used as an approach in many lessons. The new language input and the structuring of teaching were often unclear. Some of the teaching content was based excessively on the use of textbooks. The pupils did not do a sufficient amount of the talking in many cases and showed a lack of facility in their speech.

It is advised that the whole-school plan for Irish and its implementation be reviewed. It should be ensured during this process that the communicative approach is given a central place in the teaching of Irish in the school, and that more emphasis is put on the appropriate use of the continuum of *Pre-Communication*, *Communication* and *Post-Communication* in the structuring of lessons. The use of English during the teaching of Irish should be avoided as a general rule. It was evident that exercises in reading and writing were organised regularly, although more free writing should be done in future.

Mathematics

The overall rationale, vision and aims for Mathematics have been set out in the school plan. The plan clearly outlines the strands, strand units and a menu of proposed activities for each form level. The school plan also places due emphasis on the use of correct mathematical terminology for the various operations. A good

strategy for solving problems - RUDE (read, underline, draw a diagram, estimate) - is outlined in the plan. There is also an agreed whole-school approach to assessment in Mathematics. Standardised tests are conducted annually and results are communicated to parents. Effective teaching and learning during Mathematics lessons were observed with teachers explaining the content of lessons clearly and using hands-on, practical resources. The interactive white board is used to good effect in most classrooms to illustrate mathematical concepts or to demonstrate certain mathematical operations. In many classes pupils were engaged during the evaluation in real-life problem solving, using appropriate materials and working in a co-operative manner. Good examples of integration of aspects of the Mathematics curriculum with History and Geography were observed. Due emphasis is given to oral work in Mathematics and pupils' work in copybooks is generally well presented and carefully monitored. In some classrooms, however, an overreliance on a textbook was in evidence with a mechanical completion of workbook-type activities rather than on cultivating a deeper understanding of Mathematics.

History

The broad aims of the school's History plan are in accordance with the Primary School Curriculum. Most pupils enjoyed fittingly-planned lessons during the course of the evaluation that enhanced their knowledge of the lives of people in the past. Much of the lesson content was prepared effectively by teachers working collaboratively at form level. Imaginative integration with other areas of the curriculum was demonstrated in a significant number of classrooms.

Some very adept use of interactive whiteboards was evident during the presentation of material for examination by pupils. In some forms pupils demonstrated particular skill in interpretation, and in examination of cause and effect. Project work was generally of a commendable standard across the school. However, in a number of lessons there was an over-reliance on textbooks, whole-class teaching and teacher-led work. The exploration of local history did not feature as a central element of the work in most classrooms.

It is now recommended that a greater emphasis be placed on the provision of more opportunities for the pupils to work as historians, through greater use of original sources and the development of enquiry skills. More emphasis should also be placed on teaching history that is drawn from local contexts, and on facilitating more active and collaborative learning.

Geography

The school plan for Geography is guided by the Primary School Curriculum. It was demonstrated during the evaluation that many of the plan's aims were being achieved to a creditable extent in the classrooms. This was especially so in regards to building pupils' understanding of the variety of natural and human conditions in the world, to encouraging them to ask questions and to developing their respect for various cultures.

A feature of the work in many forms was the high quality of the projects that had been completed by the pupils, together with their understanding of their content.

The pupils' enthusiasm and engagement in discussions was praiseworthy in most classrooms. A much-appreciated resource for the school was the participation of parents in the school's science week programme, and the outcomes of the Green School environment audit. A number of the lessons were mainly teacher directed and guided by the use of textbooks, however. It was noted that the local environment did not feature significantly in lessons during the evaluation.

It is recommended that a greater emphasis be placed in future on using the local environment as a context for the work, and that active and collaborative learning be practised more during lessons. It is intended to review the school plan in June, which presents an opportunity to further utilise the interests and aptitudes of teaching staff and to develop a common understanding of the nature and role of Geography. It is suggested that the review should include consideration of issues such as the effective implementation of the school plan, use of textbooks, use of the local environment, increased use of investigative, enquiry-based approaches and an examination of the contribution of Geography to support work in literacy and numeracy.

6. Quality of Support for Pupils

Pupils with additional learning needs are given extra support by two full-time and three part-time learning support teachers. The provision of this level of support is indicative of the school's commitment to pupils with additional needs. Pupils requiring extra help are either withdrawn from class in small groups or provided with in-class support by the learning-support team. Additional tuition in English and Mathematics is provided. An appropriate system of initial screening is in place. Pupils' specific difficulties are then identified using a range of diagnostic tests administered by a learning-support teacher. Finally, in consultation with the pupil's parents, class teacher and, where appropriate, external professionals, an Individual Profile and Learning Programme (IPLP) is drawn up. The IPLP sets out learning targets and a review date for further assessment. This staged approach to providing support, coupled with early intervention, is evidence of best practice.

The learning-support facility in the school is very well resourced and additional tuition is delivered in a warm, pleasant environment. The lessons observed were well structured and focused on developing a range of literacy and numeracy skills. Achievement is appropriately monitored and individual progress records are maintained.

A very useful folder compiled by the learning-support team is available in each classroom detailing the needs of the pupils with additional learning needs in the class. The folders also include some very useful suggestions and advice on catering for pupils with particular difficulties, for example, ADHD or dyslexia.

To build on this solid learning-support structure, it is recommended that a more detailed set of protocols and procedures be agreed for occasions when members of the learning-support team work with teacher colleagues in their classrooms. A station-teaching approach, particularly in infants and junior classes is recommended.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management Willow Park Junior School

Area 1:

Observations on the content of the inspection report.

The Board of Management of Willow Park School thanks the Independent, External School Evaluation team for their recent professional, incisive and supportive Report. The Board recognises the inevitable parameters of such a report (focussing on five particular curricular areas) in such a large and vibrant school as Willow Park Junior. However, the Board appreciates many of the observations and subsequent recommendations therein.

The Board was pleased to note the Report was affirming of management, the Parents' Association role, general communication, the positive learning climate, the good teaching and learning that takes place and the high expectations of staff creating a culture of achievement and success as the norm. The Board was also happy to note that the Report affirmed the schools commitment to pupils with additional needs.

The enhanced and vertical planning model- as suggested by the Report- will give greater coherence and form to the planning structure within the school and will allow for greater collaborative and active learning in the classroom.

The Board notes the recommended changes suggested in the delivery of the Irish curriculum whilst maintaining 'the positive disposition' to the language within the school. The early morning Cumann na Gaeilge classes introduced this year go some way towards addressing this issue. However, the Board appreciates that an emphasis on oral Irish is required within the class-room and should have a more living presence throughout the school day.

The Board was interested in the Report's suggestion that local resources be further exploited to focus on the process of explorative learning rather than the traditional mode of learning via the class-based text book. Willow's immediate environment allows for some rich development in this area.

The Board notes the Report's recommendation for an extended school year and to uphold the integrity of time in school for all pupils. It notes that such a development would fully exemplify best practice and complement the delivery of the Willow

curriculum. The Board looks forward to direction from its Trustee body on this recommendation and appreciates the many issues therein.

Area 2:

Follow-up actions planned or undertaken since the completion of the evaluation.

- The school deans have briefly discussed some of the outline issues explored in the Report and plan to consider it in depth over the summer period. A priority will be appointing individuals to construct the 'vertical planning model' as suggested in the Report.
- Suitable templates for monthly progress records are being considered for use in September 2013, whilst a review of present planning models is taking place- to ensure suitable 'road-maps' in all areas and enhance pedagogy (assuring the primacy of a vibrant delivery of the curriculum over an administrative paper-trail).
- The provision of on-campus, after-school in-service for staff is being explored. It is envisaged that 'specialists' in various fields of the curriculum (and its delivery) will be employed to share their knowledge at a number of Willow based workshops in the coming academic year in order to enhance more active and collaborative learning in the classroom.
- IT software – to enrich the delivery of Irish in classrooms is being actively explored. Likewise, a review of the successful Cumann na Gaeilge is being undertaken to make these Irish conversation classes more enriching and structured. Some teachers have already responded to the recommendations regarding the 'Irish immersion' model and are actively preparing for same in September. The development of traditional Irish music sessions continues apace.
- It is planned to intensify the practice of researching and visiting local environmental and historical sites with the expressed intention of utilising same in class-work. It is hoped that WPA will be able to complement the staff in sourcing and researching such educational resources.
- The Learning Support team are in the process of reviewing protocols and class-room strategies. It is envisaged a 'station-teaching' approach will evolve in consultation with class teachers.
- In responding to the various recommendations in the Report, the Board wishes to also affirm and maintain the huge co-curricular and extra-curricular programmes that exist in Willow Park Junior School. Thus, whilst some of the Report's recommendations may be implemented with alacrity, educational change is incremental, especially change that is profound and lasting.