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**REPORT TO: CHILDREN AND YOUNG PEOPLES SERVICES COMMITTEE ON  
28 AUGUST 2013**

**SUBJECT: THE BROAD GENERAL EDUCATION IN MORAY SECONDARY  
SCHOOLS**

**BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)**

**1. REASON FOR REPORT**

- 1.1 The Committee is invited to scrutinise the current position in relation to the Broad General Education in Moray's secondary schools.
- 1.2 This report is submitted to Committee in terms of Section III D (1) of the Council's Administrative Scheme relating to exercising the functions of the Council as Education Authority.

**2. RECOMMENDATION**

- 2.1 **Committee is asked to scrutinise the current position in relation to the Broad General Education in Moray's secondary schools.**

**3. BACKGROUND**

- 3.1 In Curriculum for Excellence, the Broad General Education (BGE) is the first of two closely connected phases of learning. It stretches from age three to the end of S3, after which learners move on into the senior phase from S4 to S6. It is designed to provide the breadth and the depth of education which young people will need to thrive in the future.
- 3.2 When young people arrive at secondary school they should build on their prior learning by experiencing a broad curriculum built on the experiences and outcomes of the eight curricular areas around which the curriculum is built.
- 3.3 The first cohort of youngsters experiencing Curriculum for Excellence have just reached the end of their BGE experience and are entering the senior phase. To evaluate the current state of play with regard to current provision in Moray's secondary schools, officers from the Schools and Curriculum Development section, along with senior manager colleagues from schools, visited secondary schools in order to gauge progress in implementing the BGE.

- 3.4 The data gathered from our visits has been used to identify key strengths across our schools as well as areas where we must ensure a continued focus. This report will inform the work of the Schools and Curriculum Development team in session 2013/14 and each of the areas for focus can be clearly linked to our five year plan. Head Teachers are using the report to inform their establishment improvement plans. Next year, we aim to revisit a sample of secondary schools to consider progress being made in addressing the areas for focus.
- 3.5 A copy of the report can be accessed at **Appendix 1**

#### **4. SUMMARY OF IMPLICATIONS**

- (a) Council/Community Planning Priorities**  
The Policy was informed by the latest draft Single Outcome Agreement and Best Value for Moray Plan and specifically relates to SOA 2 (Ambitious and Confident Children and Young People)
- (b) Policy and Legal**  
In terms of the Standards in Scotland's Schools etc Act 2000 the authority "shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them".
- (c) Financial implications**  
None arising from this report.
- (d) Risk Implications**  
None arising from this report.
- (e) Staffing Implications**  
Not applicable.
- (f) Property**  
Not applicable
- (g) Equalities**  
Not applicable
- (h) Consultations**  
Senior Officers in Education and Social Care, Deborah Brands, Principal Accountant, Morag Smith, Senior Solicitor (Litigation and Licensing) and Don Toonen, Equal Opportunities Officer, have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**5. CONCLUSION**

**5.1 Committee is asked to scrutinise the current position in relation to the Broad General Education in Moray's secondary schools.**

Author of Report: Laurence Findlay, Head of Schools and Curriculum Development

Background Papers:

Ref: