



Cognitive Abilities Test Attitudinal Survey  
Guidance and Information for Teachers

## Introduction to the Cognitive Abilities Test Attitudinal Survey (CATAS)

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GL Assessment has collaborated with the Centre for Successful Schools, Keele University to create an attitudinal survey that may be used with the *Cognitive Abilities Test* level D, E or F.

This is a response to the need for schools to collect, analyse, and evaluate evidence of students' views and perceptions about the quality of their school's provision. If administered year-on-year the *Cognitive Abilities Test Attitudinal Survey (CATAS)* can be used to monitor developments and their impact on student attitudes.

The idea of young people in school finding and using their 'voice' has been growing over the past two decades and recognises the huge potential contribution students can make. An easy way to capture this potential is by surveying school cohorts on a regular basis. *CATAS* allows students' attitudes to be considered and evaluated alongside data on their abilities as evidenced by the *Cognitive Abilities Test*. The addition of this short survey offers a time-efficient and effective way of finding out what students think. Importantly, it is inclusive and involves those who do not 'speak up' and may be at danger of becoming disengaged.

## Use of CATAS

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*CATAS* should be seen as a starting point for a consultative process with students. There are three versions:

CATAS Level E alongside CAT Level E  
CATAS Level F alongside CAT Level F  
which may be used at any point during the school year.

CATAS Level D alongside CAT Level D  
which should be used **no sooner than the end of the first term in school**, or at any point thereafter. This is because students' feedback should be based on at least one term spent in school.

## Administration of the Paper Survey

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Although *CATAS* is not a test, it should be administered in a formal environment so that each student has the freedom to present his or her own views without pressure from peers. This means that sufficient time should be set aside to administer the survey and students should have the quiet and space needed to enable them to focus on its completion.

When introducing *CATAS*, it is important to stress that it is not a test and there are no right or wrong answers. It is also important that students give their opinions honestly as their contribution is integral to monitoring and improving all aspects of school life.

No student should be able to overlook or otherwise influence another student's responses. If assistance is required, the student should signal to the administrator and wait for them to come over.

Ask students to complete the Student Details section if this has not been overprinted.

Read the following instructions:

*In the following survey you will be asked for your views on school life. This is not a test and there are no right or wrong answers. Your views are important, so please answer honestly. The survey consists of two different kinds of statements. You need to decide whether you agree or disagree with statements about different aspects of school life.*

### **Example statements**

Work through the two examples on the student response sheet (these may be adapted as required).

*Statement: Most of the homework I am given to do is really interesting*  
*Options: strongly agree/agree/not sure/disagree/strongly disagree*

- *Mark the box under the heading 'strongly agree' if you find most homework really interesting all the time.*
- *Mark the box under the heading 'agree' if you find homework really interesting most of the time.*
- *If you are not sure, mark the box under the heading 'not sure'.*
- *Mark the box under the heading 'disagree' if most of the time homework is not really interesting.*
- *Mark the box 'strongly disagree' if you don't find homework interesting at all.*

*If you want to change your response just rub out the first mark and fill in your preferred response.*

*Statement: I get so interested in my work I don't want to stop*  
*Options: always/often/sometimes/rarely/never*

- *Mark the box under the heading 'always' if your work is always so interesting that you don't want to stop.*
- *Mark the box under the heading 'often', if this is often but not always the case.*
- *Mark the box under the heading 'sometimes', if this happens some of the time.*
- *If the work is only occasionally interesting enough that you don't want to stop, mark the box under the heading 'rarely'.*
- *If the work is never so interesting that you don't want to stop, mark the box under the heading 'never'.*

*Again, if you want to change your response just rub out the first mark and fill in your preferred response.*

At the end of *CATAS* there are a small number of statements for particular year groups. Please draw your students' attention to those appropriate to them:

- 53–56 for Y7 in England and Wales; S1 in Scotland; Y8 in Northern Ireland
- 57–58 for Y8 in England and Wales; S2 in Scotland; Y9 in Northern Ireland
- 59–60 for Y9 in England and Wales; S3 in Scotland; Y10 in Northern Ireland

*CATAS* is untimed but should take approximately 20 minutes to complete.

## Administration of the Digital Survey

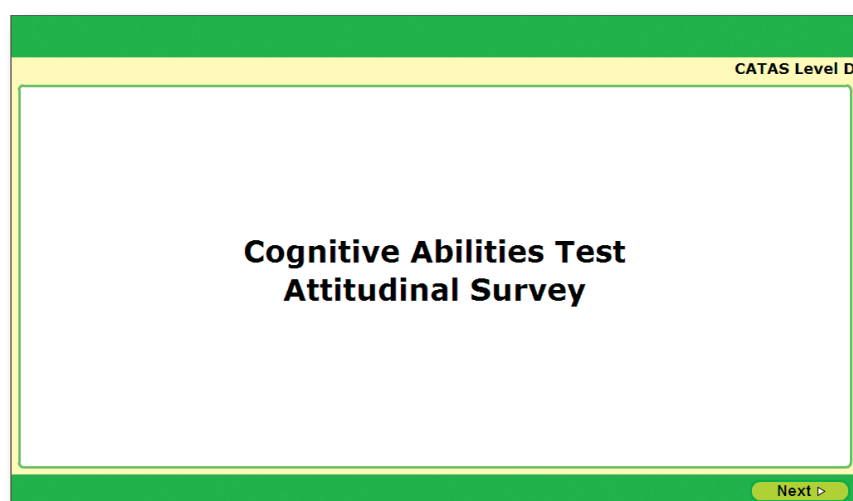
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Each student needs his or her own personal computer or laptop, headphones and mouse.

As with the paper version of *CATAS*, administration should be in a formal environment so that each student has the freedom to present his or her own views without pressure from peers. Explain that the students are going to be asked for their views on school life and that their responses are important to the school. Ensure that the students understand that *CATAS* is not a test and that there are no right or wrong answers.

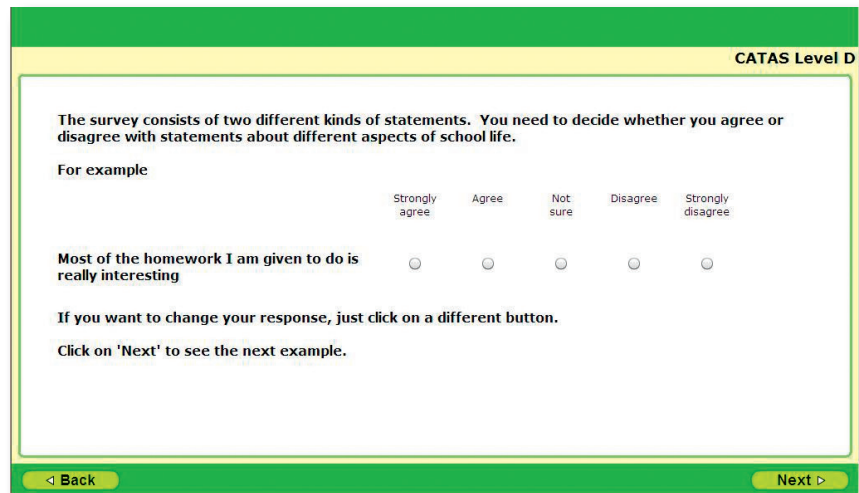
Once students have been added to the register by the administrator, they can then access the login page and click the **Student** icon. They will then enter the register ID. The students should select their name and then click on the Take Now button.

Alternatively, the administrator may want to set up each computer for individual students in advance. If this is done it is important that students use the computer allocated to them. The following can act as a holding screen:



Introduction and examples of how to complete the survey are part of the programme and students can work through this section at their

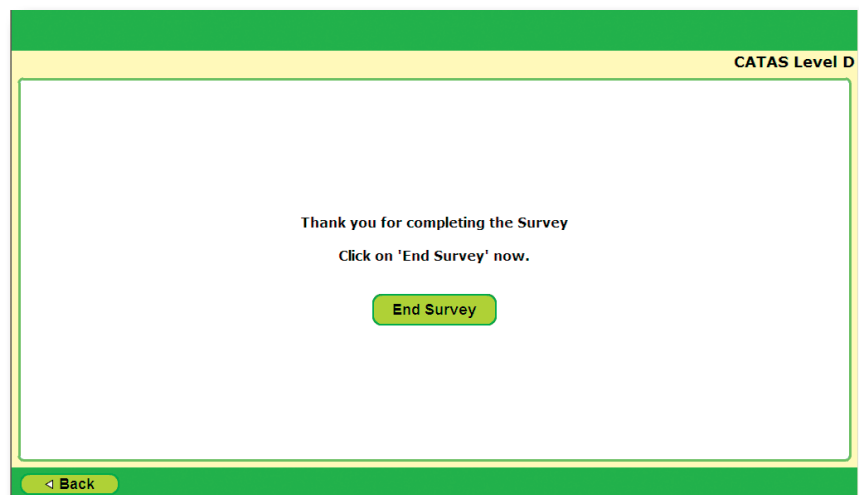
own pace. The voice over introduces *CATAS* and gives the same examples as the paper version.



The screenshot shows a digital survey interface for CATAS Level D. At the top right, it says "CATAS Level D". The main content area contains the following text: "The survey consists of two different kinds of statements. You need to decide whether you agree or disagree with statements about different aspects of school life." Below this, it says "For example" and then presents a statement: "Most of the homework I am given to do is really interesting". To the right of the statement is a five-point Likert scale with radio buttons. The scale is labeled with "Strongly agree", "Agree", "Not sure", "Disagree", and "Strongly disagree". Below the scale, there are two instructions: "If you want to change your response, just click on a different button." and "Click on 'Next' to see the next example." At the bottom of the interface, there are two buttons: "Back" on the left and "Next" on the right.

Students read each statement and click on their response.

At the end, the following screen will ask the students to exit *CATAS*:



The screenshot shows the final screen of the CATAS Level D survey. At the top right, it says "CATAS Level D". The main content area contains the following text: "Thank you for completing the Survey" and "Click on 'End Survey' now." Below this text is a single button labeled "End Survey". At the bottom of the interface, there is a "Back" button on the left.

At this point, responses will be saved so that they can be analysed and reported.

## Special Assessment Needs

Students with reading difficulties or limited English, or who may need assistance indicating their responses, should not be excluded from completing *CATAS*. The statements may be read out and a teacher or teaching assistant can mark a student's response as long as they do not influence that response.

Audio support is available for the digital version of *CATAS*. By clicking on the loudspeaker icon next to each statement, students will have the statement read to them.

## The Survey Environment

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As mentioned above students completing *CATAS* need to be in a quiet room without interruptions. Enough time should be allocated to allow students to settle, be given the introduction to *CATAS* and complete the survey. A total of 30 minutes should be sufficient.

Students should be told that they must work in silence but that if they have a query they should raise their hand and wait for the administrator to approach them.

While students are completing the survey, the administrator should walk round the computer suite to check that they are progressing appropriately and that they are not having difficulty with the methods of answering questions.

## Unexpected Incidents

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Make a note of any unexpected incident or interruption.

If there is a failure in your computer system while students are completing the survey, it will not be possible to re-enter the survey at the point at which the failure occurred. In this instance, students will need to start again. If students complete the survey and responses are stored (that is, they have clicked the 'end survey' button) and then the system fails, it will be possible to retrieve responses and reports from the GL Assessment back-up server.

Should this happen please contact the GL Assessment Customer Support Team on 0845 602 1937 and you will be connected to a Testwise adviser.

## The *CATAS* Report

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The report sets out analyses of responses to *CATAS* for a defined group (a whole year group would be most usual) and for the individuals in that group. This is done by sub-scale, of which there are six:

- School Standards
- School Policy and Provision
- Teaching and Learning
- Relationships in School
- Student Wellbeing
- Parental Support

and by statement (for the group only). Comparison is made with the national mean<sup>1</sup> and group mean percentage of students' responses.

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<sup>1</sup> A particular feature of surveys developed by the Centre for Successful Schools (CfSS) is that they facilitate a comparison with schools nationally. CfSS datasets include responses of more than three hundred thousand students and are reviewed annually in order to provide up-to-date comparative figures which allow schools to monitor their own outcomes year-on-year and to compare them nationally.

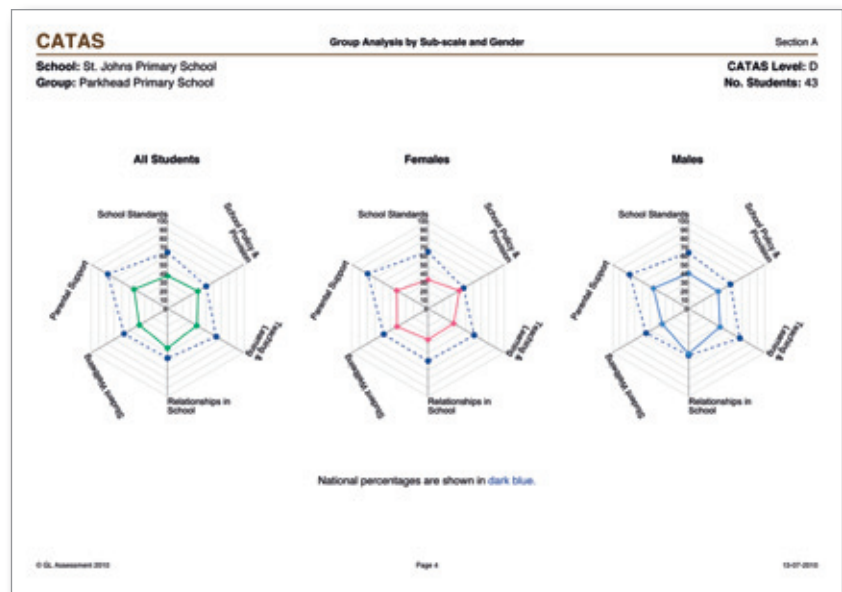
For example:

		No. Students	School Standards	School Policy & Provision	Teaching & Learning	Relationships in School	Student Wellbeing	Parental Support
National <sup>1</sup>	All Students		64.2	50.8	63.9	56.4	57.2	79.5
	Females		64.7	46.8	60.6	59.6	58.3	79.4
	Males		63.7	55.1	67.4	53.3	55.7	77.5
<b>Group</b>								
	All Students	43	37.2	39.9	38.5	45.9	37.0	44.2
Gender	Males	26	40.1	39.1	41.6	51.3	34.6	46.2
	Females	17	32.8	41.2	33.7	35.3	40.8	41.2
Customs 2	White - LJK	42	36.4	40.9	38.1	45.2	37.4	44.4
	Mixed	1	71.4	0.0	64.5	33.3	21.4	33.3

It is suggested that the six sub-scales taken together stand as a proxy for the students' overall school experience. The extent to which their responses show a positive or negative attitude can be taken as an indication of the extent to which the students are responsive to, and supportive of, the purposes of the school. The survey is only of use if it can lead to focused action by schools to improve student commitment, expectation and achievement.

### Section A

Responses are analysed by gender against the national mean and by ethnicity, SEN status, free school meals and two discretionary criteria set by the school. The spider graph<sup>1</sup> includes the group mean as well as male/female and national mean.



<sup>1</sup> The Testwise CATAS report displays this information as a bar chart.

## Section B

Each statement is analysed individually showing the variation in response between the gender groups.

CATAS		Group analysis by question and by sub-scale						Section B
School: St. Johns Primary School								CATAS Level: D
Group: Parkhead Primary School								No. Students: 43
School Standards		All Students		Females		Males		
Statement	Group	National	Group	National	Group	National	Group	
1. This school is a good school	37.2	81.6	35.3	82.5	34.6	80.7	36.7	
8. This school encourages students to develop self-confidence and make the most of their abilities	34.9	74.0	17.6	73.8	48.2	74.3	48.2	
16. The school gives everybody lots of information about what is going on here	51.2	42.6	52.9	61.6	50.0	63.5	50.0	
30. Poor student behaviour gives this school a bad name	27.9	8.7	23.5	13.0	30.8	4.3	30.8	
37. This school is giving me a good education	32.6	66.0	17.6	66.9	42.3	76.1	42.3	
46. This school recognises and rewards good work or behaviour	39.5	35.9	26.4	66.6	46.2	66.3	46.2	
47. There is good discipline in this school	37.2	56.4	52.9	54.5	26.9	58.3	26.9	
School Policy & Provision		All Students		Females		Males		
Statement	Group	National	Group	National	Group	National	Group	
5. School rules are fair and reasonable	37.2	67.8	41.2	66.4	34.6	66.4	34.6	
12. This school is too slow to remove students who stop others learning	41.9	16.4	58.6	15.2	30.8	17.7	30.8	
25. This school supports students who are the victims of bullying or discrimination	39.5	74.1	47.1	73.8	34.6	74.4	34.6	
27. I am allowed to use school computers out of lesson time to help me with my schoolwork/homework	39.5	42.3	23.5	40.6	50.0	43.9	50.0	
33. Students are consulted and listened to when decisions are made about the school	32.6	56.4	35.3	56.9	30.8	56.3	30.8	
44. The school has good policies for combating bullying and discrimination at school	48.8	48.9	41.2	26.1	53.8	72.7	53.8	
49. We have opportunities outside of lesson time to do extra learning activities or extra study	32.6	n/a	17.6	n/a	42.3	n/a	42.3	
Teaching & Learning		All Students		Females		Males		
Statement	Group	National	Group	National	Group	National	Group	
4. The teaching is good in this school	34.9	72.2	29.4	69.4	26.5	75.0	26.5	
6. The teachers are good at dealing with bullying	48.8	63.8	47.1	54.2	50.0	73.9	50.0	
9. The teachers are good at dealing with disruptive (naughty) students	34.9	56.5	23.5	52.6	42.3	60.4	42.3	
13. My teachers take the time to explain things	48.8	n/a	47.1	n/a	50.0	n/a	50.0	
18. The teachers explain clearly what I am supposed to learn in the lesson	39.5	72.2	29.4	71.4	46.2	73.9	46.2	
22. I use computers in lessons to help me with my work	48.8	14.0	52.9	11.8	46.2	16.0	46.2	
23. My teachers take time to discuss my progress with me, and advise me how I can improve my work	30.2	n/a	29.4	n/a	30.8	n/a	30.8	
28. Most teachers use a variety of ways of teaching to help us understand and learn	37.2	74.3	35.3	75.1	38.5	73.8	38.5	
31. Most of my teachers set homework regularly (each week)	40.5	n/a	38.5	n/a	61.5	n/a	61.5	
32. When I use a computer in lessons, I learn more easily	34.9	71.9	29.4	68.8	38.5	75.0	38.5	
34. My teachers help me set targets to make my work better	44.2	64.4	29.4	54.3	53.8	76.2	53.8	
39. Using computers in the lesson makes the work more interesting	48.8	66.7	48.8	67.9	30.8	66.2	30.8	
41. Teachers mark my work regularly	41.9	48.2	41.2	44.0	42.3	52.6	42.3	
43. My teachers encourage me to work hard	27.9	76.9	23.5	77.3	30.8	76.7	30.8	

## Section C

In this section each student's responses are shown by sub-scale.

CATAS		Students Responses by Standard Age Score and Sub-scale						Section B	
School: St. Johns Primary School								CATAS Level: D	
Group: Parkhead Primary School								No. Students: 43	
First Name	Surname	CAT Mean Score	Percentage of students responding positively						
			School Standards	School Policy & Provision	Teaching & Learning	Relationships in School	Student Wellbeing	Parental Support	Age specific Questions
Lyra P	Egleston	113	28.6	42.9	26.6	16.7	42.9	50.0	75.0
Jordan	Leith	117	42.9	14.3	50.0	83.3	26.6	75.0	0.0
Ross Alexander	Laird	115	57.1	57.1	42.9	66.7	26.6	50.0	75.0
Kyle	Duncan	108	71.4	14.3	42.9	33.3	21.4	25.0	75.0
Wendy	Burns	108	28.6	14.3	28.6	50.0	50.0	50.0	61.5
Margaret-Anne	Henderson	106	28.6	42.9	42.9	33.3	26.6	100.0	25.0
Lindsay	Yongle	106	14.3	71.4	35.7	16.7	42.9	50.0	75.0
Lea P	Doyle	105	28.6	14.3	21.4	33.3	71.4	75.0	25.0
Ryan James	Fair	105	28.6	14.3	57.1	50.0	71.4	25.0	50.0
Callum S	Logan	105	57.1	14.3	26.6	50.0	50.0	50.0	25.0
Alasdair CG	Balderton	105	57.1	28.6	50.0	16.7	14.3	25.0	50.0
Robbie	McCallum	103	14.3	28.6	21.4	83.3	37.1	50.0	0.0
Lewis	Nixon	103	14.3	66.7	57.1	66.7	21.4	25.0	50.0
Jack	Marchant	103	42.9	28.6	21.4	33.3	26.6	0.0	50.0
Jacqueline	Thomson	102	28.6	42.9	28.6	66.7	35.7	75.0	75.0
Jordan D	Howie	100	57.1	42.9	28.6	33.3	35.7	75.0	100.0
George	Stanton	100	28.6	71.4	42.9	33.3	21.4	25.0	75.0
Sam Neil	Kelly	100	42.9	57.1	21.4	50.0	21.4	50.0	75.0
Ryan	Jack	100	28.6	42.9	42.9	50.0	21.4	25.0	25.0
Jack	McDonald	99	42.9	14.3	57.1	3.0	21.4	50.0	25.0
Ewan Robert James	Aikman	99	42.9	57.1	50.0	16.7	35.7	75.0	25.0
Kirsty A	Duncan	98	42.9	42.9	42.9	16.7	42.9	0.0	0.0
Kristina L	Macaulay	98	14.3	71.4	35.7	16.7	30.0	75.0	0.0
Liam	Bradshaw	98	42.9	14.3	42.9	66.7	21.4	50.0	50.0
Josh	Giles	98	28.6	42.9	42.9	50.0	21.4	25.0	50.0
Cameron	Chisholm	98	28.6	57.1	42.9	66.7	50.0	50.0	25.0
Katie JH	McLellan	98	0.0	57.1	57.1	50.0	50.0	0.0	25.0
Vincenty B	Colwood	97	42.9	42.9	26.6	50.0	42.9	50.0	25.0
Shaun	Covvily	97	57.1	0.0	14.3	33.3	64.3	75.0	75.0
James	Byrne	97	28.6	42.9	50.0	66.7	21.4	25.0	25.0
Nathan	Simons	98	57.1	28.6	42.9	83.3	21.4	75.0	75.0
Samantha	McNeil	96	28.6	0.0	26.6	16.7	57.1	25.0	25.0
Robbie	Orr	96	57.1	14.3	35.7	16.7	21.4	50.0	25.0
Alison T	Forrester	95	28.6	28.6	42.9	50.0	42.9	25.0	25.0

## Appendix 1

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### Questions in CATAS by category

#### **School Standards (7)**

- 1 This school is a good school
- 37 This school is giving me a good education
- 8 This school encourages students to develop self-confidence and make the most of their abilities
- 42 There is good discipline in this school
- 40 This school recognises and rewards good work or behaviour
- 16 The school gives everybody lots of information about what is going on here
- 30 Poor student behaviour gives this school a bad name

#### **School Policy and Provision (7)**

- 5 School rules are fair and reasonable
- 12 The school is too slow to remove students who stop others from learning
- 33 Students are consulted and listened to when decisions are made about the school
- 44 The school has good policies for combating bullying and discrimination at school
- 27 I am allowed to use school computers out of lesson time to help me with my school work/homework
- 25 This school supports students who are the victims of bullying or discrimination
- 48 My parents/carers ask about what I am learning at school

#### **Teaching and Learning (14)**

- 4 The teaching is good in this school
- 6 The teachers are good at dealing with bullying
- 9 The teachers are good at dealing with disruptive (naughty) students
- 13 My teachers take the time to explain things
- 31 Most of my teachers set homework regularly (each week)
- 41 Teachers mark my work regularly
- 43 My teachers encourage me to work hard
- 28 Most teachers use a variety of ways of teaching to help us understand and learn
- 34 My teachers help me set targets to make my work better
- 32 When I use a computer in lessons, I learn more easily
- 39 Using computers in the lesson makes the work more interesting
- 18 The teachers explain clearly what I am supposed to learn in the lesson
- 23 My teachers take time to discuss my progress with me, and advise me how I can improve my work
- 22 I use computers in lessons to help me with my work

### **Relationships in School (6)**

- 3 In class, I enjoy working in groups with other students
- 29 The students here encourage each other in lessons
- 11 Most of the teachers here are respected by the students
- 38 I get on well with most of the teachers who teach me
- 45 Wearing school uniform makes all the students feel equal
- 49 We have opportunities outside of lesson time to do extra learning activities or extra study

### **Student Wellbeing (14)**

- 7 I often take part in school activities at lunchtime or after school
- 2 The work I do in school is very important to me
- 10 I usually work as hard as I can in school
- 35 There is a lot of truancy at school (students missing lessons without good reason)
- 14 I am usually happy at this school
- 36 Doing homework is important for helping me to be successful in my education
- 15 Doing homework in a subject is important for giving me a better understanding of that subject
- 20 My homework takes longer to do than it is supposed to
- 26 I manage to hand in my homework on time
- 24 I resist pressure from others to behave badly
- 17 I feel safe in this school
- 46 Other students try to disrupt my lessons
- 52 My parents/carers look at the work I have been doing in my books
- 50 This year, I have been bullied by other students

### **Parental Support (4)**

- 21 There is a quiet place to work at home, where I can do my homework
- 19 My parents/carers help and advise me with my school work
- 47 Other students try to disrupt my lessons
- 51 This year I have seen other students bullied

### **Questions to be answered by Y7/S1**

- 53 I have made new friends at this school
- 54 I have to work much harder here than I did in my primary school
- 55 I was given a lot of help to make me feel comfortable when I moved to this school from primary school
- 56 It is more fun having different teachers for each subject than one teacher for most of the day

### **Questions to be answered by Y8/S2**

- 57 I have a group of good friends at this school
- 58 I take my work more seriously in Y8/S2 than I did in Y7/S1

### **Questions to be answered by Y9/S3**

- 59 I have to work much harder now than I did in Y7/S1 and Y8/S2
- 60 I am looking forward to having options for the subjects I study next year





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