



Leigh Academy
MINSTER

Cody College Entry Criteria (2025-26)

Leigh Academy Minster: Cody College Entry Criteria (2025-26)

We believe that every learner is entitled to a high quality, varied and personalised education; delivered through a broad and balanced curriculum that provides challenge, irrespective of need, starting point or background. Our commitment to maximising the potential of every child; teaching them the skills they need to be successful and nurturing a desire to be a lifelong learner, will prepare them for whichever career path they choose to follow.

To ensure that all students access a curriculum of appropriate challenge, selected students at Leigh Academy Minster will be placed in Cody College, the Academy's grammar stream. Cody College will have up to 90 students in Year 7, 64 students in Years 8 to 10, and up to 90 in Year 11.

From September 2025, students will be selected for Cody College using the following criteria:

Year 7, 8, 9 and 10 students

1. Data used to assess suitability:

1.1 Kent and Medway Tests: Students in Kent are able to sit the [Kent](#) or [Medway](#) tests to be considered for a Grammar School place. Kent County Council and Medway Council use these tests to determine if a child is eligible for a place at a Grammar School. Families are informed directly if their child is eligible for a Grammar School. A child's eligibility for a Grammar School place should be recorded by the child's family on the Leigh Academy Minster Admissions Form. Proof of eligibility should be sent to the Academy by the child's family via email to admissions@minster.latrust.org.uk. If evidence is not provided, students will be assessed for eligibility using criteria 1.2 and 1.3.

1.2 Key Stage 2 Scaled Scores: The majority of students joining the academy in Years 8 and 9 will have sat Key Stage 2 assessments in Reading, mathematics and science at Primary School. The results of these assessments and their Scaled Scores are made available to the academy when the student joins the academy roll on the 1st September. Students will receive a scale score of between 80 and 120. The Department for Education categorises a student with a scaled score of 110+ as a high prior attaining student.

2. Criteria used to assess suitability:

2.1 Passing of the Kent or Medway Test: Students who pass the Kent or Medway test and are therefore eligible to attend a Grammar School are automatically allocated to Cody College.

2.2 High Prior Attaining students: All students with a mean Key Stage 2 Scaled Score of 110+ are automatically allocated to Cody College.

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2.3 Key Stage 2 Scaled Scores: Following the allocation of Cody College places using criteria 2.1 (Kent and/or Medway Test), and criteria 2.2 (High Prior Attaining students), remaining places will be allocated following a rank ordering of student mean Key Stage 2 Scaled Scores. All remaining students are placed in rank order using their mean Key Stage 2 Scaled Scores. In the event of a tie during the ranking exercise, a student's Reading Scaled Score will be used to determine their entry to Cody College.

Year 11 students

1. Data used to assess suitability:

1.1 Kent and Medway Tests: Students in Kent are able to sit the [Kent](#) or [Medway](#) tests to be considered for a Grammar School place. Kent County Council and Medway Council use these tests to determine if a child is eligible for a place at a Grammar School. Families are informed directly if their child is eligible for a Grammar School. A child's eligibility for a Grammar School place should be recorded by the child's family on the Leigh Academy Minster Admissions Form. Proof of eligibility should be sent to the Academy by the child's family via email to admissions@minster.latrust.org.uk. If evidence is not provided, students will be assessed for eligibility using criteria 1.2 and 1.3.

1.2 Cognitive Ability Tests (CATs): As part of their transition process to Leigh Academy Minster from Oasis Isle of Sheppey Academy, all Year 11 students sat CATs that assess students' abilities in the following areas:

- Verbal reasoning (thinking with words)
- Quantitative reasoning (thinking with numbers)
- Non-verbal reasoning (thinking with shapes and space)
- Spatial ability (thinking with visual images)

Students are provided with a score for each test. All students will have a mean score generated using the total of all scores, divided by the number of tests taken. Students are deemed to be in the 'high band' of cognitive ability with a mean score of 111+.

2. Criteria used to assess suitability:

2.1 Passing of the Kent or Medway Test: Students who pass the Kent or Medway test and are therefore eligible to attend a Grammar School are automatically allocated to Cody College.

2.2 Cognitive Ability Tests (CATs): Following the allocation of Cody College places using criteria 2.1 (Kent and/or Medway Test), remaining places were allocated following a rank ordering of student mean CATs scores.

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In the event of two or more students having identical CATs, a student's Verbal and Quantitative reasoning scores will be used to determine their entry. Any student who meets the entry criteria but is not successful in gaining a place within Cody College will be held on a waiting list. .

In-year admissions

Any student who is admitted to the academy in-year will be allocated a college using the eligibility criteria. The criteria will be applied in line with the students admission year group.

Removal of Cody College place

A student's place within Cody College is not fixed for their entire time at the academy. A student's member of Cody College will be reviewed throughout the academic year and take account of:

- Persistent absence (less than 90% attendance), and/or persistent lateness to the Academy and lessons.
- Repeated poor behaviour and/or poor engagement in lessons as determined by the Academy's Behaviour Policy.
- Persistently low levels of academic achievement in line with course expectations and peer group performance.
- Other reasons as determined by the Principal, Deputy Principal or Head of Cody College, for example a one off serious breach, or persistent breaches of the Academy's Behaviour Policy.