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Compare school and college performance in England

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School and college performance data for the 2022/2023 academic year should be used with caution:

- In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this, and cannot be directly compared to measures from 2021/2022.
- There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and students differently.

[Read more](#)

Academy sponsor led

Walthamstow Academy

Ages 11 to 18 • Mixed sex

Advanced level qualifications (level 3)

Most qualifications have a difficulty level. Level 3 is at about the same level of difficulty as an A level, but may take a different amount of time to study, and Level 2 is at about the same level of difficulty as a GCSE at grade 4 or above. [Read more about qualification levels.](#)

We have not produced progress (value-added) measures at 16-18 this year as we would need to use grades achieved between January 2020 and August 2021 to do this. 16-18 progress measures will return from 2023/24. For more information please see the [16 to 18 technical guide](#).

The number of students shown for each type of qualification is the number who completed their 16 to 18 study in this qualification type, at this school or college, in 2023. Some students are included in more than one group - for example, a student who studied an A level will be counted in 'A levels' but also in 'Academic qualifications'.

A levels

98 students

These figures are based on students who entered at least one A level or AS level. A levels are available in a wide range of subjects, including English, maths, sciences, languages and humanities. The primary purpose of A levels is to prepare students for degree-level study at university. For more details, see the [16 to 18 Accountability Technical Guide](#)

Average result

	Average result	Points
School / college	C+	32.43
Waltham Forest state-funded schools / colleges	C	28.9
England all schools/colleges	B-	35.29



Additional data

You can compare the students' results with performance at state-funded schools and colleges at local authority and national level.

	School / college	Local authority	England
Achieving AAB or higher, including at least 2 facilitating subjects 	6.5% 77 students included in measure	4.8%	15.8%


% of students retained to the end of their main course of study

Number of students enrolled to study mainly A levels: 57

	School / college	Local authority	England
Grade and points for a student's best 3 A-levels 	Grade: C+ 33.07 points 77 students included in measure	Grade: C 28.87 points	Grade: C+ 34.68 points
% of students retained and assessed at the end of their main course of study 	96.5%	87.3%	92.6%

Disadvantaged students

Disadvantaged students are those who attract pupil premium funding at the end of key stage 4, meaning students claiming free school meals at any point in the previous six years, students in care, and those who left care through adoption or another formal route. The performance of disadvantaged students is compared with the local authority and the England average for non-disadvantaged students.

	School / college dis. students	Local authority (non-dis. students)	England (non-dis. students)
Number of students	38	835	216794
Average grade (points)	C+ (33.33)	C (29.7)	C+ (34.82)
% of students retained to the end of their main course of study (number of students enrolled) 	100.0% (21)	91.1%	94.5%

Academic qualifications (including A levels)

98 students

Academic qualifications include A levels but also other 'level 3' academic qualifications such as International Baccalaureates and Pre-U. These figures are based on students who were entered for at least one academic qualification that takes the same amount of time to study as an AS level or above.

Average result


	Average result	Points
School / college	C+	32.43
Waltham Forest state-funded schools / colleges	C	28.85
England all schools/colleges	B-	35.48

% of students retained to the end of their main course of study

Number of students enrolled to study mainly academic qualifications: 57


Additional data

You can compare the students' results with performance at state-funded schools and colleges at local authority and national level.

	School / college	Local authority	England
% of students retained and assessed at the end of their main course of study 	96.5%	87.3%	92.6%

Disadvantaged students

Disadvantaged students are those who attract pupil premium funding at the end of key stage 4, meaning students claiming free school meals at any point in the previous six years, students in care, and those who left care through adoption or another formal route. The performance of disadvantaged students is compared with the local authority and the England average for non-disadvantaged students.

	School / college dis. students	Local authority (non-dis. students)	England (non-dis. students)
Number of students	38	849	220515
Average grade (points)	C+ (33.33)	C (29.64)	C+ (34.92)
% of students retained to the end of their main course of study (number of students enrolled) 	100.0% (21)	91.1%	94.5%

Applied general qualifications (broad vocational qualifications)

23 students


Applied general are qualifications that provide broad study of a vocational area. They are designed to lead to higher education and they include areas such as performing arts, business and health and social care. See [technical and vocational qualifications](#) for more details. These figures are based on students who were entered for at least one applied general qualification. For further details, see the [16 to 18 Accountability Technical Guide](#).

Average result

	Average result	Points
School / college	Dist	35.89
Waltham Forest state-funded schools / colleges	Merit+	27.9
England all schools/colleges	Merit+	29.56

▼ Additional data

You can compare the students' results with performance at state-funded schools and colleges at local authority and national level.

	School / college	Local authority	England
% of students retained and assessed at the end of their main course of study 	NE	84.0%	82.4%


▼ Disadvantaged students

Disadvantaged students are those who attract pupil premium funding at the end of key stage 4, meaning students claiming free school meals at any point in the previous six years, students in care, and those who left care through adoption or another formal route. The performance of disadvantaged students is compared with the local authority and the England average for non-disadvantaged students.

% of students retained to the end of their main course of study

Number of students enrolled to study mainly applied general qualifications: [NE](#)

There is no data available for this school or college for this measure. This is for the following reason: [NE](#)

	School / college dis. students	Local authority (non-dis. students)	England (non-dis. students)
Number of students	10	675	92289
Average grade (points)	Dist (35)	Merit+ (28.23)	Dist (30.1)
% of students retained to the end of their main course of study (number of students enrolled) 	NE	90.7%	88.6%

About this data

▼ Abbreviations

- LOWCOV = Low coverage: Shown for the 'value added' measure and coverage indicator where schools have less than 50% of pupils included in calculation of the measure
- NA = Not applicable: Figures are either not available for the year in question, or the data field is not applicable to the school or college
- NE = No entries: The school or college did not enter any pupils or students for the qualifications covered by the measure.

For a multi-academy trust, the schools or colleges eligible for inclusion in the trust's performance measures, did not enter any pupils or students for the qualifications covered by the measure

- NEM = No entries: We suppress multi-academy trust (MAT) figures if the MAT has fewer than three schools/colleges with eligible pupils or students in this measure, or where there are 5 or fewer pupils or students covered by the measure.
- NEW = New school or college
- NP = Not published: For example, we do not publish Progress 8 and prior attainment data for independent schools and independent special schools as these school are not required to enter pupils for key stage 2 national curriculum tests and assessments. Breakdowns by disadvantaged and other pupils are also not available for independent schools, independent special schools and non-maintained special schools

- RE = Redacted: We redact these figures if they do not allow the calculation of a reliable estimate and therefore don't provide a fair measure of performance. For transparency, we publish the headline information for these providers separately in the national achievement rates tables.
- SN = Small number: The number is subject to rounding and is less than 3
- SP = Small percentage: The percentage is subject to rounding and is between 0% and 0.5%
- SUPP = Suppressed: In certain circumstances we will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. We avoid making these figures public to protect individual privacy. We may also suppress data on a case-by-case basis.

For a multi-academy trust, we will suppress data when there are 5 or fewer pupils or students, covered by the measure, in total across the establishments eligible for inclusion in the trusts performance measures.

- SUPPM = Suppressed: We suppress multi-academy trust (MAT) figures if the MAT has fewer than three schools/colleges with eligible pupils or students in this measure, or where there are 5 or fewer pupils or students covered by the measure.
- -- = Null: Figures are either not available for the year in question, or the data field is not applicable to the school or college.
- NELIG = Not Eligible: The school, college or multi-academy trust (MAT) was not eligible for inclusion in MAT performance measures in accordance with the rules* on MAT eligibility.

[KS2: \(Page 12\)](#)

[KS4: \(Page 31\)](#)

[16-18: \(Page 69\)](#)

- SUPPMAT = Suppressed MAT: In addition to suppression outlined in SUPP. A multi-academy trust will additionally have its data suppressed for a particular measure if exactly one of the establishments, eligible for inclusion in the trusts performance measures, has its data suppressed. This is to avoid multi-academy trust data inadvertently undoing suppression applied to an establishment.

▼ Further guidance

For further details, see the [16 to 18 Accountability Technical Guide](#)

Read more information about the [key stages and the national curriculum](#)

[SFA national success rates](#)

[National achievement rates tables](#)



