PROSPECTUS &
GENERAL INFORMATION

2026

ASHFORD ACADEMY

An Introduction

Ashford Academy is a co-educational boarding and day-schooling Secondary School. It is a member of the Rhodes Park Schools Group, the leading private education provider in Zambia.

The School was established by founders with a long history of excellence in Zambia's education sector that stretches back to the 1960s.

Set upon a 27-hectare estate, ideal for an engaging extra-curricular offering, Ashford Academy offers learners a flexible and balanced curriculum that provides them with options in the National Pathway (Zambian Competency-Based Curriculum) and the International Pathway through Cambridge IGCSE.



Our Vision

Our local vision is to equip our learners, unearth their potential, fill them with confidence, and build up the family.

Our global vision is to raise a new generation of nation-builders who will positively impact our country, region, and global community.

Our Values

Our values are:

- high standards
- competence
- professionalism and
- creative life skills

Our Mission

It is our mission to offer academic excellence:

- Developing children to their full potential through an integrated programme that attends to their social, cognitive, physical, and emotional development.

- Implementing a dynamic and relevant curriculum that addresses the changing needs of society and encourages a sense of responsibility.

Our History

Ashford Academy shares common ownership with Rhodes Park School, which started as a small nursery school established in 1966 to cater to Lusaka's white and expatriate community, who were the historical inhabitants of Rhodes Park and Fairview suburbs.

Ashford Academy occupies a site with a proud educational heritage. Previously home to another private school, it provides an ideal setting in which to build on a tradition of learning while pursuing our own commitment to educational excellence and high standards of service.

Since 2022, we have steadily transformed and expanded the campus, adding purpose-built structures and upgrading existing buildings to accommodate our growing school community.

The first phase included the renovation of academic buildings and the boarding hostels and supporting infrastructure, creating a well-equipped environment for learning, living, and personal development.

Continued growth has increased the need for further facilities, particularly for sports and the arts. Our second phase, which began at the end of 2025, will involve the construction of new academic blocks, hostels, and ancillary facilities to support the Academy's next stage of development.



Spiritual Foundation

Ashford Academy offers nondenominational Christian schooling committed to the belief that a life based on a personal relationship with one's God is an essential component of a meaningful existence. Thus, boys and girls of any faith are welcomed and respected.

The School Day

School commences at 07:10, and we request that day scholars arrive at School in good time.

Academic	07:10 – 14:50
ECA Activities	14:50 – 16:40

Meal Times and Breaks

Breakfast	06:30
Lunch	12:30
Dinner	17:40

Academic Rigour

We place a high premium on the pursuit of excellence by every learner, fuelled by an environment that accommodates a spirit of inquiry and critical thinking essential for problem solvers of the 21st century.

We challenge our highly qualified teachers to a high standard of Teaching, keeping them abreast of the best in Zambian and international teaching practices to provide your child with the best possible holistic education.

Code of Conduct & Appearance

The school has a set of rules and regulations called the Standing Orders. These apply to all students and should be studied and understood by all parents.

The school has a formal uniform for all learners.



Our Curriculum

Ashford Academy's enriched secondary curriculum develops knowledge, skills, values, confidence and independence, preparing learners for life beyond school. We combine a strong academic foundation and character education with an effective teacher-to-pupil ratio and high expectations.

Teaching builds on each learner's talents, experiences and interests, fostering a love of learning and problem-solving skills.

We aim to be a boarding and day secondary school of choice in Zambia, committed to:

- Progress for every learner
- Innovative approaches to teaching and learning
- Empowering, hands-on learning for skills development



Our balanced curriculum spans academic, science and vocational subjects, enriched by French, ICT, Physical Education, and Art and Design. Year-round extra-curricular activities develop talents and support physical development.

<u>Pathways Available</u>

Two flexible academic pathways meet learners' diverse needs:

- National Pathway: the Zambian Ministry of Education's Competency-Based Curriculum.
- International Pathway: Cambridge Education, an internationally recognised curriculum preparing learners for global opportunities.

Both pathways support learners' strengths, aspirations and future goals, with a shared commitment to excellence, holistic development and high achievement. Whichever pathway your child chooses, we encourage them to discover their talents, embrace new challenges and take their next steps in education with confidence.

Visit our website for details about the range of subjects and options in the available pathways.

Teachers

An Ashford Academy teacher is a specially selected individual chosen after extensive evaluation. All our class teachers are suitably qualified with at least a Diploma or Degree in their profession, as required by the Teaching Council of Zambia. They undergo a rigorous recruitment process that assesses their academic credentials, teaching experience, and interpersonal skills to ensure the highest quality of education delivery.

Teaching skills are continually honed through regular attendance at seminars, workshops, and professional development courses, which keep them updated with the latest pedagogical strategies and curriculum advancements.



Our teachers collaborate closely by teaming up to teach special classes, thereby fostering an environment of shared expertise and continuous improvement. Through this collaborative approach, they exchange ideas, refine their teaching methods, and uphold high standards across all subjects

Each Class Teacher is responsible for their particular set of learners and may be aided by an Assistant Teacher or Teaching Assistant, who supports classroom management and provides additional individual or group assistance as needed.

To maintain continuity and minimise class disruption during illness or absences, we provide relief teachers who are well-versed in our curriculum and school culture, ensuring a smooth transition and consistent learning experience for all students.

Inspection and Recognition

Defined as a school because it has more than five students of statutory school age, Ashford Academy must comply with the full range of legislation designed to promote the interests and welfare of children up to the point at which they leave our care.

The school is strongly committed to meeting its obligations in this regard, in particular to giving practical effect to the provisions of the Education Act.

We are subject to several statutory inspection visits that are part of the renewal process for our various licences and our status as an Examination Centre each year.

Ashford Academy is an active member of several associations that promote standards in Zambia's independent school sector.

Technology Integration

An important part of our commitment to educating students for the demands of the twenty-first century is the integration of technology, providing them with the necessary skills for success.

We acknowledge technological literacy as a crucial ability in today's society and are committed to promoting the 4Cs: communication, collaboration, critical thinking, and creativity.

Our advanced online learning platforms and technology tools are carefully designed to support and promote these competencies, allowing students to communicate effectively, collaborate with peers and educators, think analytically and solve problems, and express themselves creatively through innovative projects and assignments.

These solutions not only ease remote learning but also offer dynamic opportunities for students to actively interact, collaborate seamlessly, and build important skills that extend far beyond the classroom.

Comprehensive guidelines for remote learning, including best practices and support resources, are readily available on our school website to assist students and parents alike.

We train students to use technology responsibly, emphasizing safety, integrity, and positive contributions to the digital world.



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The Library

The school library complements classroom instruction and offers reference and recreational materials for all ages.

Our Library receives and purchases books at regular intervals. A qualified librarian is on hand to guide learners through the various books, magazines, and other materials available.

All classes have been allocated formal library periods, and children can also use the library for reading or studying at other times. One of our school policies is that each learner should borrow and read as many books as possible.

The library is also open during vacations, and lending of books is also offered to parents and guardians.



Remedial Classes

Teachers and parents work collaboratively to ensure that learning gaps in learners are identified and resolved. Ashford Academy offers remedial coaching in the afternoons during term time. Learners can benefit from the close attention a teacher handling a small group gives.

National Pathway (Zambia Secondary Curriculum)

Our National Pathway is designed to equip learners with the knowledge, competencies, practical skills, and values they need to succeed in further education, the world of work, and life beyond school. Aligned with Zambia's 2023 Education Curriculum Framework, our approach places learners at the centre of their educational journey. Through a competency-based curriculum and a choice of career pathways, learners are encouraged to discover their strengths, explore their interests, develop critical and creative thinking, and make informed decisions about their futures.

Ordinary Secondary | Forms 1–4



Ashford Academy's four-year Ordinary Secondary education bridges primary school basics and Advanced Secondary School, focusing on deeper subjects like Mathematics, English, Sciences, and Civic Education to build stronger thinking skills essential to lifelong learning.

At Ashford Academy, learners can explore six career pathways, each designed to nurture their talents, deepen subject knowledge, and prepare them for further study and future careers.

Six Career Pathways

- Natural Science
- Agriculture
- Social Science
- Technology
- Performing & Creative Arts
- Business & Finance

Learners select from an extensive subject range — enabling them to align their interests and build a base for future career options. Learners develop essential competencies in communication, numeracy, critical thinking, problem-solving, digital literacy, collaboration, and responsible citizenship. Alongside core learning, they engage with practical and applied subjects that connect classroom learning to real-life situations and future opportunities.

Students following the national pathway sit for the Examinations Council of Zambia (ECZ) examinations at the end of secondary education.

International Pathway (Cambridge Secondary)

We are proud to offer Cambridge Education, which sets a global standard for education and is recognised by universities and employers worldwide.

Cambridge Lower Secondary

Learners at Key Stage 3 take a combination of compulsory subjects and electives. The Cambridge Checkpoint Examination assesses progress in English, Mathematics, and Science. Our curriculum is designed to be flexible, accommodating vocational and business-oriented learners at the Lower Secondary level.

Cambridge Upper Secondary

The Cambridge IGCSE is the world's most popular international secondary qualification for 14 to 16 year-olds. At Key Stage 4, learners narrow their selection of subjects as they begin to focus their studies towards their chosen future directions.



Languages and Literacy	• English • French and other • Literature in English
Maths	• Mathematics • Additional Mathematics
Sciences	• Combined Science • Agricultural Science • Physics • Chemistry • Biology
Humanities and Social Sciences	• Religious Studies • Humanities • Geography • History
Creative, Technical, and Vocational	• Art & Design • Computer Studies • Information and Technology Studies • Business Studies • Accounting

General Communication

Ashford Academy employs a multi-channel approach to communicate effectively with parents, ensuring transparency, timely updates, and strong partnerships in student development.

A school newsletter is sent out by the Head of School at the beginning and end of each term, providing key updates on academic plans and term highlights. The Deputy Head also shares colourful fortnightly diaries during the term that keep our community abreast of school programmes and activities, fostering ongoing engagement.

Incidental communications may be sent via email for urgent matters, alongside monthly parent-teacher meetings and an online parent portal for real-time access to grades, attendance, and progress reports.

Importantly, all learners and their parents receive seamless assistance in onboarding onto the school management system, facilitated by dedicated support from the IT department. This critical process ensures that communication channels and remote learning platforms are not only world-class but also provide an exceptional experience for all.

Parents are encouraged to keep their contact information current to enable swift communication during emergencies, underscoring Ashford's commitment to a collaborative and responsive educational environment.



Progress and Assessment

We believe every interaction with learners is an opportunity to add value to their lives. For that reason, Ashford Academy endeavours to achieve excellence and progress for all learners.

Assessments throughout the year measure the teachers' impact on the learner, essentially, the learner's progress. The results of the evaluations are used to inform future learning and teacher planning.

Staff share each learner's progress through regular and scheduled progress meetings and report cards at the end of each academic term.



The House System

Every Ashford Academy learner is placed in one of four Houses: Kofi Annan, Samora Machel, Nelson Mandela and Patrice Lumumba.

The Houses are named in honour of distinguished African leaders who devoted their lives to the service of their people and of humanity.

Following their example, the School seeks to instil in every learner a culture of exemplary service to others. Each House is a vibrant, supportive community that reflects the rich diversity of the School.

The Houses field teams in a range of sporting and academic competitions, including spelling contests and quizzes. These activities foster healthy competition and teamwork, and they cultivate an appreciation of the strength that lies in unity. From an early stage, every learner comes to understand that they belong to a greater whole and share a common humanity.

Boarding at Ashford Academy

At the core of the Ashford Academy vision is the firm belief that education is about the holistic development of character and willingness to engage in life alongside, and not separate from, the quest for academic excellence and effort.

What sets Ashford Academy apart is the central belief that every learner can and deserves to experience the holistic nature of success that promotes self-esteem, purpose, leadership, and confidence to tackle new challenges.

This is achieved through the exposure of all learners to opportunities to develop in art, drama, sport, service or adventure. This is crucial in developing life skills such as communicating effectively, working in collaborative teams, and shaping one's positive leadership qualities through resilience, persistence, ingenuity, and independence.

These qualities are underpinned by our motto, which highlights our desire to add value to each learner while promoting the principles of respect and responsibility towards others and oneself.

We place high importance on the strong sense of community in the school, the successes in academic life, the vigour and enthusiasm of our arts, and our sporting and leadership achievements as the premise for giving Ashford Academy a deep sense of purpose, pride and spirit.



<u>Boarding Life</u>

Boarding at Ashford hostels provides academic support, giving boarders a unique advantage to be engaged and use the rich outdoor and recreational life.

From dusk to bedtime, the life of a boarder is active and rewarding, with effective routines designed to help them thrive academically, physically, socially, emotionally and spiritually. On weekends, boarders enjoy various activities in tune with their interests and talents. At the same time, other learners use the support and supervision of the Hostel Parent to design their activities for weekends.

Boarding Hostel Structure

Ashford Academy has two hostels (Desmond Hostel for boys and Wangari Hostel for girls), each with a capacity to house 96 learners. Our boarding facilities are located in the northern part of the school campus.

Each boarding hostel is led by a Hostel Parent, who is supported by a team of Hostel Tutors and Matrons to provide an environment that is responsive to the needs of boarders.



Learners enjoy a shared modern, comfortable hostel and are encouraged to personalise their space with photos, posters and treasures. Younger pupils are assigned to age-appropriate dorm rooms, and there are separate common rooms for senior secondary school learners.

All hostels are furnished with televisions for entertainment and a reading area within the dormitory.

Pastoral Care of Boarders

Ashford Academy is committed to providing a safe, supportive and nurturing boarding environment in which every learner feels valued, respected and connected to the school community. Our pastoral care approach promotes a sense of belonging, personal responsibility, perseverance, positive relationships and the holistic development of each boarder.

Pastoral care is guided by the principles of positive psychology, restorative justice and safeguarding. We encourage learners to reflect on their actions, resolve conflicts constructively and develop the social and emotional skills necessary for responsible living.

The Boarding Leadership Team, Heads and Deputy Heads of Hostels, Boarding Tutors, Matrons, School Nurse and Tutors on Duty work collaboratively to ensure the welfare, safety and wellbeing of all boarders. Their responsibilities include monitoring academic progress, supporting emotional and social development, maintaining appropriate routines, addressing disciplinary concerns and ensuring that learners are accounted for and appropriately supervised.

The school maintains open communication with parents and guardians, keeping them informed of significant concerns and developments affecting their children. Through a coordinated and caring approach, Ashford Academy seeks to ensure that every boarder thrives academically, socially, emotionally and physically within the boarding community

Tuck Shop

The Ashford Academy tuck-shop is situated between the Mpongwe and Nakonde Blocks. It provides learners with a selection of snacks and beverages during break periods. As main meals are served in the Dining Hall, the tuck-shop serves as a complementary facility, offering refreshments between mealtimes at reasonable prices.

The tuck-shop is of particular benefit to boarding learners. It allows them to purchase tuck and drinks throughout the term without leaving the school grounds, so they can obtain these items conveniently and safely, within close proximity to their boarding houses.

Learners are advised to deposit their pocket money with the Accountant's Office, where an account may be opened in their name. Withdrawals may be made at specified times during the week, after which learners may use the funds for purchases at the tuck-shop.

The tuck-shop is open from Monday to Saturday, and on Sunday afternoons. Payment is accepted in cash or by mobile money (MTN and Airtel).

School Shop

We have our own School Shop on the campus, where all school uniform items are available, as well as a range of textbooks, stationery, and school equipment. The School Shop is open daily during term time and school holidays.



Job Shadowing Programme

Our Job Shadowing Programme provides students with meaningful exposure to the world of work through carefully supervised placements across a variety of industries and professions.

The programme takes place during the December school vacation, allowing learners to gain practical experience without interrupting their academic schedule.

During these placements, students observe daily operations, interact with professionals, and gain valuable insights into different career paths.

This hands-on experience allows learners to apply the skills and knowledge they acquire in the classroom to real-life scenarios, while developing essential workplace competencies such as communication, teamwork, problem-solving, and professionalism.

By connecting academic learning to practical application, the programme equips learners with the confidence, clarity, and preparedness needed to make informed decisions about further studies and future careers.

Extra-curricular Activities

By providing a wide choice of extra-curricular activities and clubs, we give sufficient opportunities for all learners to participate passionately in their talent development, artistic expression, sports, and cultural activities.



Learning Support

The unit extends the learning achievements of all learners who may require additional support or individualised assistance, maximising their learning potential during learning at Ashford.

Our qualified Learning Support teacher conducts assessments with learners identified with additional learning needs and collaborates with the academic team to develop Individualised Education Plans (IEPs), which outline SMART goals for each child and the appropriate support roles of parents and teachers.

Students perform best when they are shown care and love, and when there are plenty of opportunities for personal growth.

Our Learning Support Team builds strong relationships with all students, getting to know them and helping them navigate the challenges of life, creating the necessary conditions for academic and personal development.

In addition, our programme encourages collaboration between parents, teachers, and learners, creating a strong support network that extends beyond the classroom.

By working together, we ensure that every child feels valued, supported, and empowered to reach their full potential both academically and personally.



Corporate Social Responsibility

At our school, Corporate Social Responsibility is a vital part of daily learning. We believe education should go beyond the classroom and cultivate compassionate, responsible citizens. Through well-planned activities, students understand the importance of empathy, generosity, and helping others.

The school actively involves students in community donation efforts that help families, charities, and organizations in the local area. Students take part in food drives, clothing collections, and fundraising activities, which helps them learn about real-world social issues and the power of working together.

Guided by their teachers, learners reflect on these experiences, developing a strong sense of social awareness and responsibility.

By embedding community support into school life, we empower our learners to become thoughtful individuals who value giving back and making a positive difference in society









Physical Education and Sport

At Ashford Academy, we believe that every learner is unique, with individual strengths, abilities, and potential. Our Physical Education and Sports programme is designed to nurture the holistic development of each student by promoting physical fitness, personal discipline, teamwork, and a lifelong appreciation for healthy living.

Through our comprehensive Physical Education and Sports programme, Ashford Academy remains committed to developing well-rounded learners who are healthy, confident, disciplined, and prepared for lifelong participation in sport and physical activity.

The school is staffed with qualified, full-time Physical Education teachers and experienced sports coaches who ensure that all learners receive structured and engaging PE lessons. Through regular participation, students are encouraged to understand the value of physical activity, develop positive attitudes towards exercise, and maintain good physical and mental health.

Beyond enjoyment and recreation, our PE programme aims to instil self-discipline, resilience, and confidence, while also identifying and nurturing sporting talent. Students are exposed to a wide range of individual and team sports, including soccer, basketball, netball, volleyball, cricket, chess, hockey, rugby, tennis, and athletics, allowing them to explore their interests and abilities across different disciplines.

The Ashford Swimming Programme has grown into a well-established and highly valued part of school life.

The swimming pool is used for curriculum-based PE lessons, structured swimming instruction, and skills development programmes focused on stroke development, correction, and improvement

In addition, the pool hosts inter-house swimming galas as well as inter-school swimming meets, providing valuable opportunities for competition, talent identification, and athlete development.

Educational Tours

Educational tours and school trips enrich the Ashford Academy curriculum with experiential learning beyond the classroom. Carefully planned to deepen understanding of subjects and broaden perspectives, each trip requires parents to be informed and to sign and return a permission form.

Trips range from local day outings to extended excursions offering cultural, environmental and historical experiences. Form Four students visit Treetops School Camp in Kafue National Park to engage with nature and wildlife, while Form Three learners enjoy outdoor and team-building activities at Ndubaluba. Form Two students travel to Johannesburg, South Africa, and Grade Twelve learners conclude their time at Ashford with a tour to Namibia, fostering independence and global awareness.
Each class takes at least one educational trip per term. Many clubs also arrange tours relevant to their interests, and the School organises international travel linked to geographical significance or subjects taught.

Through these tours and trips, we nurture a learning environment that values experiential knowledge, encourages curiosity, and supports the growth of well-rounded, culturally aware and socially responsible learners.

All outings are planned so that learners benefit from meaningful, enriching experiences in a safe and supportive environment. Parents are informed in advance, helping to ensure the safety and preparedness of every participant.

Club tours give students varied chances to explore their passions and apply their learning in diverse contexts.

Every trip is supervised, requires parental consent and follows school procedures, helping learners develop independence, teamwork, responsibility and an appreciation of the world around them. School-owned buses ensure safe, comfortable transport.

















Parents and the School

Parents and guardians of children at Ashford Academy are constantly invited to draw closer to the School and participate in its activities.

In particular, a special event called Great Academies is held annually to provide a formal opportunity for all to view the children's work and progress. Teachers are on hand for discussions and consultations, and the day is capped by a ceremonial display of presentations by the learners as well as prize-giving for academic achievement.

The School has gone further in enhancing the relationship between home and School. We invite parents and guardians to observe their children's teachers at work, after which they sit down to discuss what they observe.

Our Location

Ashford Academy is ideally located in the 6 Miles area along Ngwerere Road. The location is easily accessible off Great North Road, 1 kilometre from the 6 Miles roundabout.

Scan the QR code above to get instant directions to our campus.

