

PROSPECTUS & GENERAL INFORMATION

2026



WOODFORD SCHOOL

LUSAKA

An Introduction

Woodford School Lusaka is a beautiful purpose-built and co-education private school operating in Lusaka's Kabulonga area. It was established in 2013 as part of the Rhodes Park Schools Group, which has been at the forefront of private education in Zambia for the past six decades.

Our education service provides a 21st-century learning experience for learners from Nursery to Grade 7, with a consistent record of outstanding academic achievement in examination classes.

The school aims to offer quality educational services at all levels with a modern approach that has not abandoned traditional practices and values whilst running efficiently and effectively as a business.



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

Woodford School Lusaka 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, and has grown in become a leader in Zambia's private education sector.

Woodford School Lusaka was first established on a site in the heart of Kabulonga that had historically hosted another private school.

Over the next five years, we expanded on the space originally available with a number of purpose-built structures and developed some of the existing buildings in order to accommodate the growing school population. The campus now offers a range of facilities that allow us to provide excellent education and high service standards.

However, with growth, came the need for additional facilities, including those for sports and the arts. Coupled with the need to eliminate rental costs and secure the long-term future of the institution, we acquired a 2-Hectare plot on Main Street Ibez Hill Lusaka, where our new future campus has already started to be established.

Construction started with sports fields and a combi-court that was commissioned in 2021 and that is used for PE and sports. The school is scheduled to fully move to Ibez Hill at the beginning of 2027



Spiritual Foundation

Woodford School Lusaka offers non-denominational 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

Reception	07:20 – 12:00
Grades 1-2	07:10 – 12:20
Grades 3-4	07:10 – 12:45
Grades 5-7	07:10 – 12:45

Recreational Breaks

ELC – 1 hour
Primary – 25 min
Lunch – 1-hour

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 learners and should be studied and understood by all parents.

The school has a formal uniform for learners (apart from Reception 1 (Baby Class)).



Our Curriculum

Woodford School Lusaka's learners enjoy an enriched curriculum that ensures the acquisition of appropriate knowledge, skills, and values. The academic program builds confidence, independence, a love of learning, and the ability to solve life's challenges beyond formal education.

All learners have opportunities to explore and realise their full potential in a learning community that challenges them to set high expectations and work to achieve them. A high premium is placed on every pupil's pursuit of academic excellence. At the same time, a desire for lifelong learning is nurtured by a spirit of inquiry, critical thinking, and hands-on learning through collaborative student projects. Woodford School Lusaka's qualified teaching team works closely with each learner to provide appropriate support at each stage of their academic, physical, social, and emotional development.

We challenge our qualified teachers to high standards of teaching, enabling them to stay abreast of the best practices in international teaching pedagogy to provide learners with the best possible holistic education that complements our culture of outstanding academic achievement.



Woodford School Lusaka's curriculum provides sufficient opportunities for all learners to participate passionately in academics, sport, and cultural activities. It is enriched with ICT, Physical Education, French, Music and Art subjects.

Various extra-curricular activities are also available throughout the year and help balance academics, talent identification, and physical development.

Pathways Available

We are committed to providing a flexible and inclusive learning experience that meets the diverse needs of our learners.

To achieve this, we offer two distinct academic pathways:

- the National Pathway, which follows the Zambian Ministry of Education's Competency-Based Curriculum, and
- the International Pathway, through Cambridge Education, is a globally recognized curriculum that prepares students for worldwide opportunities.

These parallel pathways allow learners to pursue an education best aligned with their strengths, aspirations, and future academic goals, while maintaining our shared commitment to excellence, holistic development, and high standards of achievement.

Teachers



A Woodford School 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 minimize class disruption during illness or absences, we provide relief teachers who are well-versed with 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, Woodford School Lusaka 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.

Woodford School Lusaka 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 educate students for the demands of the twenty-first century by providing them with the necessary skills for success is the integration of technology.

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.





The Library

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

Our library regularly receives and purchases books. Qualified librarians are on hand to guide learners through the various books, magazines, and other materials available.

We are excited to share that our school has recently received over 4,000 books. This remarkable contribution has significantly enriched our library's collection, providing our learners with a wider range of engaging, age-appropriate, and curriculum-supportive reading materials. We are deeply grateful for this partnership, which reinforces our commitment to fostering a culture of reading and lifelong learning within our school community.

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.

Early Learning (Nursery) – The Perfect Start

The Early Learning comprises Crèche and Reception classes. It provides a supportive environment ideal for developing foundational skills in young children, many of whom are first-time school entrants in early childhood education.

Woodford School Lusaka offers nursery classes on four levels:

- Reception 1 – Baby Class – aged 1 ½ to 2 ½
- Reception 2 – Beginners – aged 2 ½ to 3 ½
- Reception 3 – Intermediate – aged 3 ½ to 4 ½
- Reception 4 – Pre-Grade – aged 4 ½ to 5 ½

Each level is taught a programme with aims and objectives to cater to the particular age group.

Our emphasis on the importance of relationships, experiences, and the environment is evident throughout the key areas of learning and development that inform Woodford School Lusaka's educational program in the Early Learning Centre. These are:

1. Communication and language
2. Physical development
3. Personal, social, and emotional development

The three areas above are significant for setting a foundation for igniting children's interest and eagerness for learning, forming relationships, and flourishing.

We place a high premium on early reading so that all children take part in guided reading daily. They also go to the Library at least once a week to read and collect books for extended reading.

Bearing in mind the age of nursery learners, we provide many opportunities for learning through play. The school has a wide range of facilities, provided inside and outside the classroom, with featured singing, storytelling, games and other traditional kindergarten activities.

After completing either of the two pathways offered, learners proceed to Lower Primary with a solid head start and can read and work independently.



National Pathway (Zambia Early Learning Curriculum)

Pre-Literacy and Languages	<ul style="list-style-type: none">• English• Rhymes• French• Drama
Pre-Mathematics and Sciences	<ul style="list-style-type: none">• Mathematics Skills• Mathematics• Environmental Science
Creative and Technology Studies	<ul style="list-style-type: none">• Vocational Skills• Information & Communication Technology• Drawing and painting• Music, Games & Dances• Poetry• Free play• Physical Education• Art and Design• Cross-cutting Issues

International Pathway (Cambridge Early Learning)

Our Cambridge Early Learning Curriculum nurtures young learners' natural curiosity and creativity, supporting their holistic development from the earliest stages and providing a strong foundation for lifelong learning.

It focuses on building foundational skills in communication, social interaction, physical coordination, and cognitive exploration through a play-based, learner-centred approach.

Some of its key features include:

- Emphasis on play, exploration, and discovery alongside structured learning activities that have a strong focus on early literacy.
- Responsive to each child's pace and interests, ensuring individual growth and joy in learning.
- Supporting personal, social, emotional, physical, and cognitive development through a balanced mix of play, exploration, and guided learning.

Communication and Literacy	<ul style="list-style-type: none">• English• Rhymes• French
Mathematics	<ul style="list-style-type: none">• Mathematics Skills• Mathematics
Physical Development	<ul style="list-style-type: none">• Play• Exercise
Understanding the world	<ul style="list-style-type: none">• Science• Digital literacy• Computing• Humanities
Personal, Social and Emotional Development	<ul style="list-style-type: none">• Social Learning• Friendships• Emotional regulation• Self-esteem• Confidence
Creative Expression	<ul style="list-style-type: none">• Art and design• Music• Drama• Dances

General Communication

Woodford School Lusaka 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 on boarding 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 Woodford School'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, Woodford School Lusaka 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.

Extra-Curricular Activities



Providing a wide range of extracurricular activities and clubs allows all learners to engage passionately in their talent development, artistic expression, sports, and cultural activities.

Remedial Classes

Teachers and parents work collaboratively to identify and resolve learning gaps in learners. Woodford School Lusaka offers remedial coaching in the afternoons during term time. Pupils can benefit from the close attention a teacher handling a small group gives.

Learners also take part in what is called the School-Home Programme. This is the last activity of the day for learners who need to catch up on their schoolwork. Each grade has a particular timetable for this programme.

Primary

Grade One children begin formal education by developing essential literacy and numeracy skills. The school uses a comprehensive programme based on international best practices, ensuring early comprehension through activities such as letter and sound recognition and word blending.



National Pathway (Zambia Primary Curriculum)

Lower Primary – Grades One to Three

This initial phase of primary education includes a focus on literacy, numeracy and social development.

Languages and Literacy	<ul style="list-style-type: none">• English• French
Maths	<ul style="list-style-type: none">• Mathematics
Sciences	<ul style="list-style-type: none">• Integrated Science
Social Studies	<ul style="list-style-type: none">• Religious Education• Civic Education• Social Studies
Technology Studies	<ul style="list-style-type: none">• Vocational Skills
Expressive Arts	<ul style="list-style-type: none">• ICT
Home Economics	<ul style="list-style-type: none">• Physical Education• Art and Design• Music

Upper Primary – Grades Four to Six

Learners in this level complete the primary cycle and prepare for the primary school leaving assessment at the end of Grade 6.

This stage builds on the foundational skills developed in Lower Primary (Grades 1–3) and expands learners' competencies in core academic areas, practical skills, and values. It places strong emphasis on the application of knowledge, problem-solving, critical thinking, and holistic development.

Core learning areas include English, Maths, Science, Social Studies, Technology, Expressive Arts, and Home Economics. Focus is on competency mastery, integration of practical skills, and continuous assessment.

From Grade Four, students undertake School-Based Assessments (SBAs), a continuous assessment model that contributes to the final primary school leaving Examination. The SBA emphasises experiential learning, research, and hands-on, project-based assignments, fostering creativity, curiosity, and lifelong learning.

Languages and Literacy	<ul style="list-style-type: none"> • English • French
Maths	<ul style="list-style-type: none"> • Mathematics
Sciences	<ul style="list-style-type: none"> • Integrated Science
Social Studies	<ul style="list-style-type: none"> • Religious Education • Civic Education • Social Studies
Technology Studies	<ul style="list-style-type: none"> • Vocational Skills • ICT
Expressive Arts	<ul style="list-style-type: none"> • Art and Design • Music • Physical Education
Home Economics	<ul style="list-style-type: none"> • Food and Nutrition • Health Education • Home Management and Needlework



The Cambridge Primary curriculum is designed to be flexible, allowing adaptation to the local context while maintaining high global standards.

Key Elements:

- Core subjects include English, Mathematics, Science, and Cambridge Global Perspectives to nurture critical thinking and global citizenship.
- Complementary subjects like Digital Literacy, Art, Music, and Physical Education promote creativity, technology skills, and physical well-being.
- Focus on active learning, problem-solving, and communication skills.
- Regular formative assessments and checkpoint tests help monitor progress and tailor teaching to individual needs.
- Prepares learners effectively for Cambridge Lower Secondary and future educational success.

While the curriculum is internationally recognised, it can be adapted to reflect local culture and values, making learning both meaningful and relevant.

By the time children complete Cambridge Primary, they are prepared not only for Cambridge Lower Secondary but also for the challenges of tomorrow—with resilience, creativity, and a sense of belonging to a global community.

International Pathway (Cambridge Primary)

Cambridge Primary at Woodford School Lusaka provides an internationally recognised, broad, and balanced education for children aged 5 to 11 years. It aims to develop confident learners with strong academic foundations and essential life skills up to Key Stage Two.

Art and Design	<ul style="list-style-type: none"> • Creative Skills • Visual Communication • Innovation
Computing	<ul style="list-style-type: none"> • Logical Thinking • Programming • Data Play
Digital Literacy	<ul style="list-style-type: none"> • Digital Citizenship • Create sophisticated documents • Presentations
English	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening
Global Perspectives	<ul style="list-style-type: none"> • Research • Analysis • Evaluation • Reflection • Collaboration and communication
Mathematics	<ul style="list-style-type: none"> • Mathematics
Modern Foreign Language	<ul style="list-style-type: none"> • French and Chinese
Science	<ul style="list-style-type: none"> • Integrated Science



House System

Each Woodford School Lusaka learner is placed into one of four houses. The Houses are happy, healthy communities, vibrant and reflecting the exciting richness of the school.

The Houses produce teams that compete in sporting and academic endeavours, such as spelling competitions and quizzes, to encourage competitiveness and teamwork and to develop an appreciation of strength in unity. Each child learns early on that they are part of a greater whole and share a common humanity.

Tuck Shop

Our School Tuck-Shop is housed in a modern, purpose-built structure. It prepares hot meals for the school community and has a comprehensive and nutritious menu comprising snacks for school-going children and various beverages during recreational breaks.

School Shop

We have our own School Shop on the main campus, where all school uniform items are available, as well as some basic stationery. The School Shop is open daily during term time and school holidays.



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 Woodford School Lusaka.

Our qualified Learning Support teachers conduct assessments with learners identified with additional learning needs and collaborate 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 Woodford School Lusaka, 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, Woodford School Lusaka 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, which include:

- Soccer
- Basketball
- Netball
- Volleyball
- Cricket
- Chess
- Hockey
- Rugby
- Tennis
- Athletics

These allow them to explore their interests and abilities across different disciplines.

Swimming forms a key component of our Physical Education offering. Since engaging a swim coach, the Woodford School Lusaka Swimming Programme has grown into a well-established and highly valued part of school life.



Educational Tours

Educational tours and school trips play a vital role in enriching the Woodford School Lusaka curriculum by providing experiential learning opportunities beyond the classroom.

These carefully planned excursions are designed to deepen students' understanding of various subjects while broadening their perspectives through real-world experiences. Prior to any trip, parents are fully informed and must provide consent by signing and returning permission forms, ensuring the safety and preparedness of all participants.

Woodford School Lusaka organizes a range of educational trips and tours tailored to complement classroom learning. Through these planned educational 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.

These outings vary from local day trips to extensive excursions that offer immersive cultural, environmental, and historical experiences. For instance, Grade Six learners enjoy an enriching visit to Treetops School Camp in Kafue National Park to engage with nature and wildlife. The following year, as Grade Seven learners, they experience the historical and cultural richness of Livingstone.

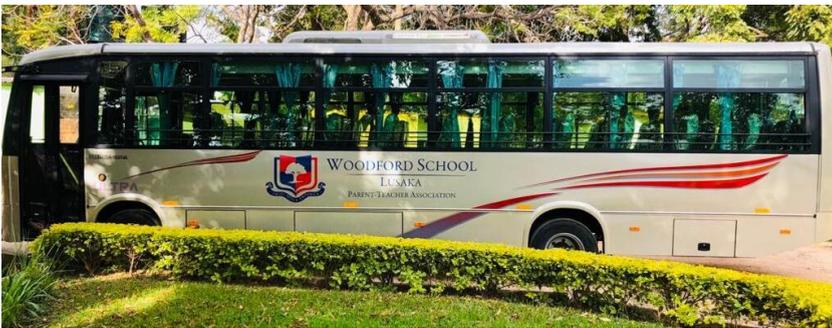
The school maintains a policy that ensures each class participates in at least one educational trip per term, reinforcing the importance of these experiences in fostering holistic development.

To facilitate these educational adventures, the Parent-Teacher Association (PTA) funds two school buses dedicated to transporting students safely and comfortably.

In addition, the School also organises international travel to areas of interesting geographical significance or based upon subjects taught.

Additionally, many of our school clubs arrange their own tours relevant to their specific interests and activities, giving students varied chances to explore their passions and apply their learning in diverse contexts.





Parents and the School

Parents and guardians of children at Woodford School Lusaka are constantly invited to draw closer to the school and participate in its activities.

A special event is held annually, called Great Academies, which provides 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 and prize-giving for academic achievement.

Besides this, our doors are always open for parents wishing to follow their children's progress more closely. We particularly appreciate support and attendance at the many events held each year.

Parent-Teacher Association

Our Parent-Teacher Association is a formal body composed of parents, teachers, and staff, intended to facilitate parental participation in a school. Its role is to encourage closer links between home and school.

Our PTA raises funds for educational field trips and holds several fundraising events and exercises throughout the year.

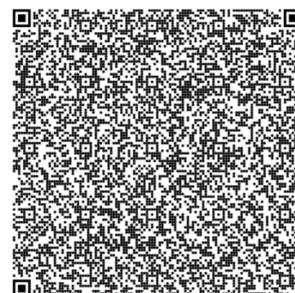
It also has a social function. The various social and sporting events and activities organised by the PTA provide opportunities for parents, staff, and learners to get together.

All parents with a child enrolled at the school, and all academic staff working at the school, are automatically members of the PTA.

Our Locations



Kabulonga
Road



Ibex Hill
Main Street