

Celebrating **40 years of Bromcom.**

- Latest Bromcom news
- Software updates planned for 2026
- Exclusive insights from across the company
- Experience matters: Interviews with Bromcom's ex-educators



"We're much happier compared to when we were with our previous MIS provider and I'm confident we will have a long-term relationship with Bromcom well into the future."

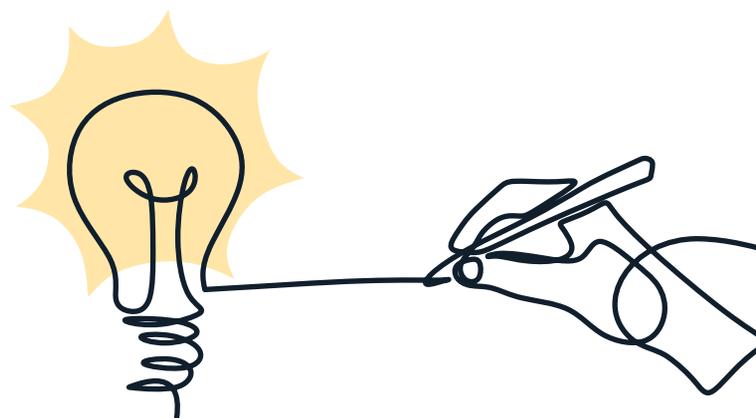
**Mark Unwin, Trust CEO
Create Partnership Trust**



A message from our CEO



By Ali Guryel, Executive
Chairman & CEO



Welcome to Bett and thank you for taking the time to connect with Bromcom.

For us, Bett has always been about more than showcasing technology. It's about listening to the challenges schools are facing right now and asking a simple question: is there a better way? That question has shaped Bromcom from the very beginning, and it's why innovation sits at the heart of everything we do.

Bromcom exists because schools, trusts, and local authorities bring us real problems to solve. Over the past four decades, every major step forward we've taken has come from responding to practical needs rather than following trends. From early digital attendance and parent communication, to cloud MIS and now AI, our approach has always been to rethink how technology can genuinely make school life easier.

Innovation, for us, is not a single product or moment in time. It's a way of thinking. It's about noticing friction, questioning assumptions, and being willing to build differently when existing solutions don't work well enough for schools. That mindset has allowed us to evolve alongside education through policy change, structural reform, and rapid technological shifts, while staying focused on what matters most: saving time, reducing complexity, and supporting confident decision-making.

But innovation isn't just about what we build. It's also about how we work with people. We consistently hear from schools that progress can be slowed by unnecessary complexity, whether in procurement, interoperability, or the difficulty of moving systems when needs change. Our commitment is to work in partnership, follow through properly, and turn conversations into meaningful, long-term value.

As we look ahead, our priority is disciplined, sustainable growth, continuing to innovate responsibly, investing for the long term, and supporting an open and resilient education technology market that gives schools real choice and confidence. Whether you're already part of the Bromcom family or exploring your options, we hope you enjoy your time at Bett. Please stop by, ask questions, share your priorities, and let's talk about how we can improve education together.

2025: Bromcom's year in numbers



Bromcom gets ready to turn 40

Bromcom was founded in 1986, so in July 2025 we officially turned 39 – but in 2026, we're turning 40, which we're way more excited for!

We attended, hosted, and took part in 39 events

Our busiest year for events yet, this included our flagship event at The Shard that we hold annually in June, as well as Bett 2025.

3 Welsh local authorities chose to switch to Bromcom

Following on from our historic wins last year in Wales, three more Welsh local authorities chose to switch all their schools to Bromcom: Rhondda Cynon Taf County Borough Council, Cyngor Gwynedd, and Swansea Council.

Nearly 1300 people attended our AI in Education webinars

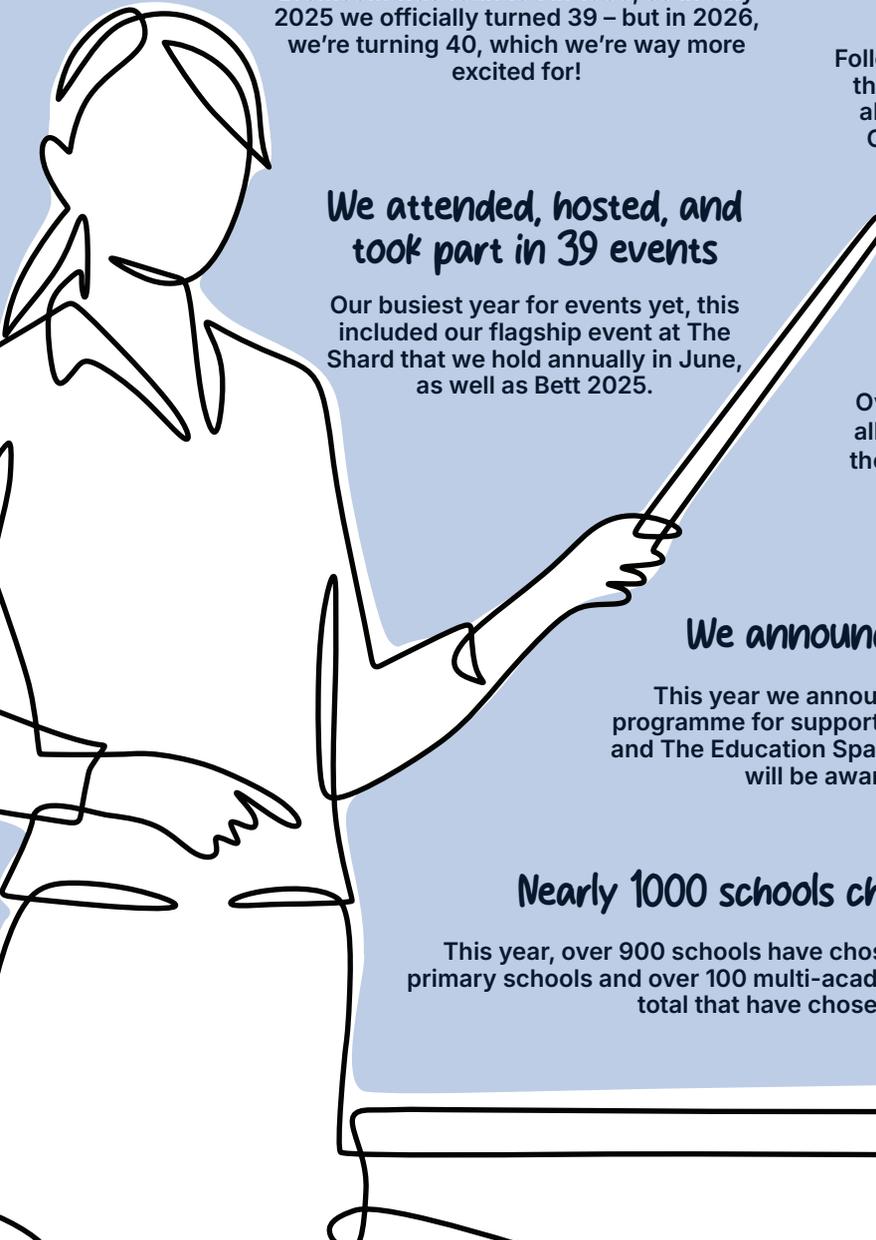
Over the course of 2025, we hosted four webinars all about AI in Education, covering topics including the basics for AI novices, practical use cases in the classroom, and the future of AI in schools.

We announced 3 Centres of Excellence

This year we announced our new Centre of Excellence (CoE) programme for support centres. So far, Scomis, Cygnet IT Services, and The Education Space are our first CoEs, and we anticipate more will be awarded this prestigious title in 2026.

Nearly 1000 schools chose to switch to Bromcom

This year, over 900 schools have chosen to switch to Bromcom including over 750 primary schools and over 100 multi-academy trusts, bringing us to over 5,600 schools in total that have chosen to switch to our solutions.



"I could only find one MIS that could do that, and that was Bromcom"

Experience matters



We had a chat with Richard Clutterbuck, Bromcom's Head of Strategic Relations, about how his varied background in schools from Teacher and Head of Department to Deputy Headteacher and Executive Headteacher for a large multi-academy trust (MAT) has supported him in his current role.

What did you love most about working in education?

I think besides the holidays, it was interacting with the students and the staff, and really being in and amongst it.

What was the most challenging part of working in education?

Probably pre-pandemic finances and making the budget stretch along with the constant changes of direction from the Government. Since 1996 we have had more than 15 different Secretaries of State for Education, and they all come in with a view and ideas for change. Then post-pandemic it was dealing with poor attendance and a change in attitude from some parents.

How does your experience in schools influence the work you do at Bromcom?

I think my ability to empathise based on the experiences that I've had means I can bridge the gap between schools and MATs and what we do at Bromcom which gives reassurance to our customers and prospects.

Which features feel like they were designed by someone who has worked in a school?

The timetabling tools were obviously built by people who understand how schools do timetabling. I'd also say the Behaviour Pathways – someone has looked at a problem that schools have got and said "we can make this so much easier".

Based on your experience, what do you think is the most useful part of Bromcom MIS?

Probably the flexibility. I once worked on a major revamp of my school's assessment system specifically for Key Stage 3 which was tricky as there's no standard Key Stage 3 assessments, it's down to individual schools

and trusts. I could only find one MIS that could do that, and that was Bromcom.

What is the biggest challenge schools are facing and how could Bromcom help?

I believe single academies and small MATs are increasingly unsustainable as local authorities and traded services come under pressure, driving regional mergers and raising difficult legal and operational questions about employment and school identity versus scale economies.

Financial strain is only set to worsen, so recruiting and retaining great teachers and giving skilled staff the flexibility to work part-time is urgent. An integrated MIS that ties together curriculum, timetabling, and HR helps schools put the right teachers in the right classrooms, and I'm confident Bromcom is well placed to support that.



What is one piece of advice you'd give to school leaders?

Focus relentlessly on behaviour. Regardless of how well behaved the students are or how good the school is, everything is driven through the culture of behaviour. And don't let it sit with one person, either.

What is one piece of advice you'd give to school leaders about choosing an MIS?

Plan for the implementation and treat your future MIS like a car. The same way you service your car yearly, you need to service your MIS also.

Innovation is in Bromcom's DNA



By Ali Guryel, Executive Chairman & CEO



Sometimes, innovation starts with the smallest things. For my Secret Santa gift last year, I received a “beverage warmer”. You could use it for tea, coffee – whatever you like to keep warm. But just think about it for a moment: someone had to notice a problem and think “there must be a better way”. That way of thinking is what Bromcom is all about. Innovation is in our DNA. If we ever lose innovation, we will no longer be Bromcom.

Next year, Bromcom turns 40, and those 40 years matter because they began in a very different world. This was the early PC era. Many small to medium-sized businesses didn't have computers as we understand them today. At best, they had standalone PCs. Networks were new, expensive, and unreliable by today's standards, and multi-user computers were very expensive (think HP, DEC, and IBM).

The 1988 Education Reform Act came in two years later, moving responsibility from councils directly to schools. Suddenly, schools needed administration systems, but the tools just weren't there.

At the time, the choices were single-user machines or networks. Available school admin software ran on DOS. Networks were costly, complex to manage, and fragile – not a good match for schools. Mini-computers certainly weren't suitable for education, and in any case DOS programs did not run on them.

So, we didn't follow the industry. We rethought it.

Instead of one computer for one person, we created a multi-user system – effectively a microcomputer for every user inside a single desk-side tower unit. At the time, this was unheard of. The big players didn't have a comparable offer. Bromcom did.

And it was perfect match for schools' needs: it was cheaper, faster, and easier to use. That decision is what brought Bromcom into education – and we loved it.

Once the mass purchase was complete across the country, we asked schools the most important question of all: “What is your next pain point that we can try to help you with?”

The answer was consistent: registration and attendance. In fact, widespread truancy was making headlines, and the Government in 1992 launched a new grant of £10m for schools to find innovative ways to fight truancy!

Back then, it was all paper or optical marksheets that were slow and cumbersome. So once again, we thought differently. We came up with the concept of a hand-held device that could take registration and upload it via wireless means.

In the early 1990s, there were no tablets; Bromcom had to develop them from the ground up. There was no Wi-Fi; Bromcom had to develop its own wireless network from the ground up.

So, we built our own handheld devices, created wireless networks inside schools, and developed the software. It felt like magic at the time and was perfect timing for the Government's launch of funds to fight truancy.

Many schools and teachers still remember those days. We were featured on *Tomorrow's World*. We won awards. Eventually, we received the Queen's Award for Enterprise (in the innovation category). National and local news covered it as schools adopted our solutions and made headlines for reducing truancy.

Then came the year 2000 and a new challenge: communicating with parents. We used everything available. Even pagers. If a child was absent, parents would receive a message. That was innovation then.

And when the Internet arrived – slow and unreliable as it was in schools – we still pushed forward. We launched *MyChildAtSchool.com*, one of the first true parent portals in education. It wasn't easy. But we made it work. And that platform became what you now know as *MyChildAtSchool*.

Later in the 2000s, we identified a challenge bigger than any before: developing a school MIS in the cloud. School MIS had always been Windows-based and running on local servers in schools. Bromcom foresaw the significant financial savings schools could secure through reduced total cost of ownership and the increased accessibility and flexibility if an MIS was cloud-based. So we developed a cloud-based MIS from the ground up, making it simpler, cheaper, and more accessible, and launched Bromcom MIS in 2010 as the UK's first multi-phase and most comprehensive cloud MIS. We added Integrated Finance in 2018, followed by Bromcom Vision and HR.

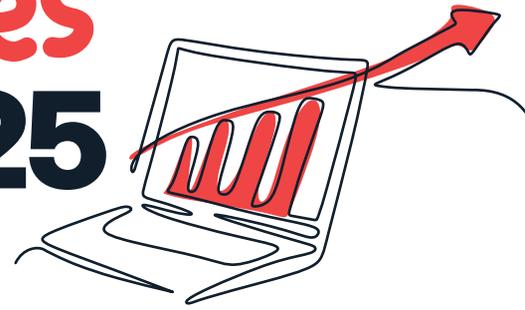
And now, we come to the present and to AI. AI is not a gimmick. It is not going away. Those who dismiss it will fall behind.

We've already started this journey, and later this year we'll launch a new, AI-powered version of Quick Reports, delivering insight in ways we simply couldn't before. But this isn't just about products. It's about how we think, how we work, and how we continue to lead.

As we approach 40 years of Bromcom, one thing remains unchanged: innovation is our DNA. It always has been. And it always will be.



Product **upgrades** & updates in 2025



By Zarina Khan, Head of Products & Development a Management

We made a number of improvements to Bromcom MIS, Integrated Finance, and Bromcom Vision in 2025, and have plenty of exciting plans for new features and upgraded functionality this year.

Bromcom MIS

One of the most impactful and successful enhancements was delivered within the Exams module. In 2025, we introduced a new microservice that automatically downloads exam results directly into the MIS, eliminating the need for manual file handling. This innovation transformed results day for schools, significantly reducing administrative burden and delivering a faster, smoother, and more reliable experience. We also delivered major improvements to the Options module, simplifying setup and making it quicker and more intuitive for schools to configure and manage options with confidence.

At the same time, we revamped all three of our apps. Continuing from the previous year where we revamped the Parent App, in 2025 the Teacher App and the Student App have been upgraded to give it a more modern, consistent, and user-friendly experience across the board. The Teacher App was released in the summer and the updated Student App, launching next month, introduces a refreshed interface alongside enhanced detentions functionality, allowing students to clearly view and track their detentions, as well

as a new Important Documents area for easy access to key information. Our parent portal MyChildAtSchool has also been enhanced, empowering parents and guardians to report student absences quickly and conveniently.

Across the MIS, we continued to invest in core functionality to improve visibility, confidence, and compliance. For SEND, we introduced an enhanced SEND Details panel and new dashboards that make SEND data easier to access and understand, with further improvements planned this year. Safeguarding was also strengthened with improved filtering and a new chronological safeguarding report that brings all incidents together in a single, downloadable PDF, helping schools maintain clear oversight and audit readiness.

We also launched the Student Data Quality dashboard, giving schools a clear, actionable view of data issues such as duplicates and inconsistencies, with further enhancements planned to build on this foundation in future releases. We enhanced the Seating Plan module, as well, making it faster and more intuitive for teachers to create and manage classroom layouts. This includes the introduction of new drag-and-drop tools, an expanded furniture library, and cross-platform editing across the MIS and Teacher App, enabling greater accuracy

and flexibility with seating plans. We will continue to evolve this area with more accessible features, supporting quicker behaviour entry and more effective ways to recognise and reward pupils.

I also wanted to note that over the past year AI capabilities became a core part of the MIS experience. Quick Reports now includes an intelligent AI assistant that allows users to analyse and query data using natural language, making insights faster and easier to access. The customer support bot also now supports voice interaction, enabling users to submit queries hands-free, while improved conversational memory allows the bot to retain context across messages, creating a more natural and efficient support experience. Bot interactions are now clearer and more consistent thanks to simplified naming conventions across configuration and front-end views. In addition, built-in usage analytics provide

visibility into the types of questions users are asking, enabling ongoing improvement and more responsive customer support.

Integrated Finance

Perhaps the biggest upgrade to our finance system was in regards to budgeting: users can now copy budgets/forecast scenarios and a new Budget Variances Page was added. We also upgraded the user interface of Auto Reconciliation and made some improvements to its functionality, and introduced a Centralised Procedure to handle Opening and Closing Balances.

Bromcom Vision

We're delighted to confirm real-time data transfer can now take place in Vision. This new feature is currently being piloted, and we hope to release it to all users this year.

What's coming up in



- 1** Enhancing the Take Register screen functionality so it's easier to view and manage registers across groups
- 2** Upgrading the Attendance dashboard in Vision to give users easier access to deeper insights
- 3** Creating more powerful, user-centric AI experiences, like a dedicated interface for the customer service bot
- 4** Taking data analysis further with AI-powered Quick Reports that can deliver deeper insights with minimal effort
- 5** Streamlining reporting processes with automated report generation



Bromcom's AI support chatbots & agents



By Matt Seigal, AI Lead

the how-to guide

Bromcom offers AI-powered chatbots and agents to provide quick answers about using the MIS. This guide helps you choose the right tool so you get the best results.

Which AI support tool should I use?

Logged into the MIS?

Use the MIS AI Support Bot for instant text or voice help.

Browsing the Help Centre or the BromCommunity?

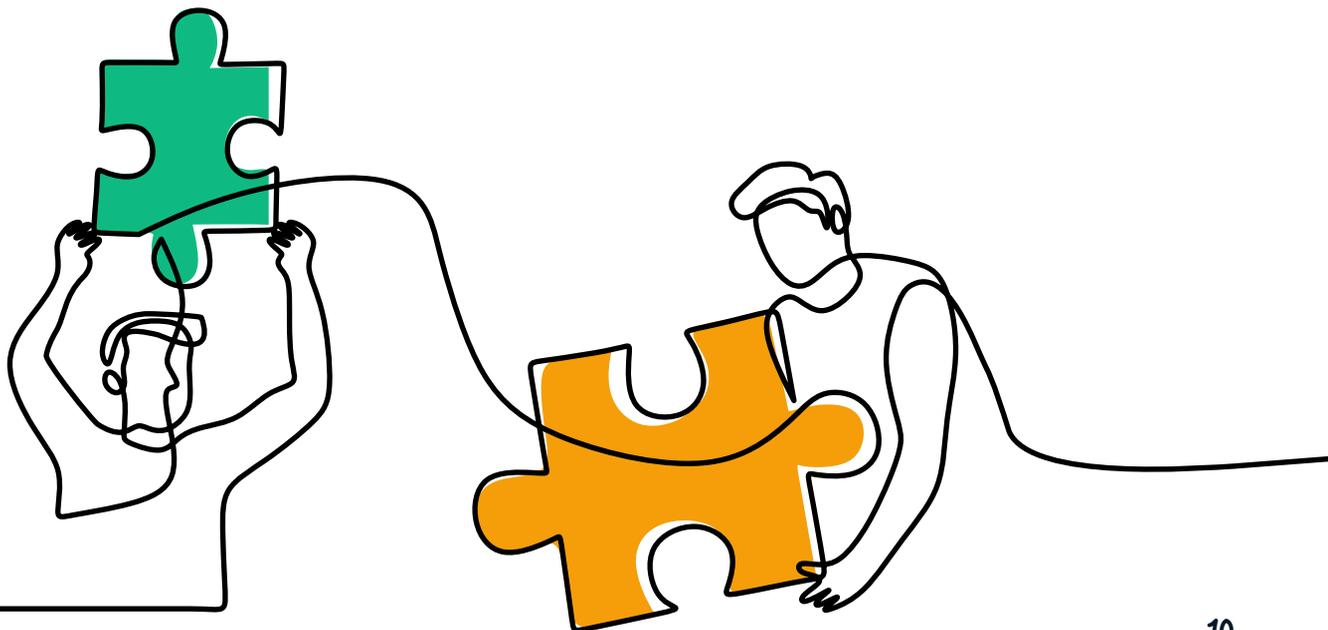
Use the Help Centre AI Chatbot for answers with screenshots.

Calling outside working hours (4pm-8am weekdays or weekends)?

The Out of Hours Voice Agent can help and raise cases.

Calling during business hours?

Try the Showcase Support AI Voice Agent or speak to our support team.



Tips for the best results

Be specific with questions

"How can I create an automatic message letting parents know their child has received a detention?" works better than "automatic detention message".

Ask follow-up questions

If the first answer isn't quite right, provide more context. The AI will refine its response.

Verify responses

AI tools can make mistakes as they generate responses based on probability rather than true understanding. We provide links to original articles so you can verify the information.

Avoid personal information

Don't include details about students or staff. Our chatbots only answer questions about MIS functionality, not individual cases. There is an exception, however – authentication checks when raising cases require your site ID, username, and service password.

Missed our AI in education webinars?

Last year we hosted several hugely popular webinars all about AI for educators, school leaders, and non-teaching staff. Over a thousand people attended to hear from AI experts and the Bromcom team about a range of topics including the basics for AI novices, how AI is shaping education, the future of AI in the sector, and tips on using Bromcom AI.

If you didn't make the webinars, you can find the recordings on our website and watch them at your convenience. We also produced complimentary downloadable guides that provided readers with additional information that covered areas like how AI might change exams and coursework, and how children are using the technology. Over 300 people have already downloaded the guides – grab yours today so you don't miss out!

Start your AI journey
with our on-demand
videos & downloadable
guides



What schools *really* want from an MIS



By John Condon, Pre-Sales & Product Specialist

After nearly thirty years working with schools and spending my days talking with leaders, administrators, and teachers about Bromcom, I've had a front-row seat to how school MIS systems have evolved – and why that evolution matters.

In the early days, an MIS was mainly about storing information and meeting statutory requirements. Schools needed somewhere to keep their data, and that was enough. But today, almost every conversation I have with schools comes back to the same thing: time. Time spent taking registers, tracking behaviour, managing assessment, pulling together reports, or preparing for inspections. Modern innovation isn't about adding features for the sake of it; it's about removing friction. A good MIS should reduce workload, automate routine tasks, and surface the right information quickly so staff can focus on teaching rather than administration.

Along the way, trust in data has become absolutely critical. Schools now rely on their MIS as a single source of truth for safeguarding, pupil progress, census returns, and communication with parents. Accuracy, resilience, and clear audit trails aren't just "nice to have" anymore – they're essential. Leaders need confidence that the information they're using to make decisions is current, reliable, and complete.

We've also seen how accessibility has reshaped expectations. Where systems

were once tied to a desk, schools now need tools that work across roles and devices, whether that's a teacher taking the register on a smartphone, a SENCO analysing provision, or an office team managing admissions. Cloud-based platforms with intuitive design have made this possible, helping staff with different levels of technical confidence work effectively without extensive training.

Integration has followed a similar journey. Schools don't operate in isolation, and over time the most effective MIS platforms have become more connected, linking finance, payments, safeguarding tools, learning platforms, and statutory systems into a joined-up whole. When systems talk to each other, duplication drops and clarity improves.

Looking ahead

The next phase of innovation is about being proactive, not reactive. Schools need systems that don't just record what has happened but help anticipate what comes next.

That means smarter automation, deeper insight, and clearer signals that help staff spot issues earlier whether that's attendance patterns, safeguarding concerns, or pupils who need extra support.

Future-focused MIS platforms should help schools move from data entry to decision support. Instead of spending time pulling reports, staff should be able to see key insights at a glance, get timely prompts, and trust the system to highlight what matters most. As pressures on schools continue to grow, technology has to shoulder more of the administrative burden, freeing people to focus on pupils.

And through all of this, one thing remains constant: schools don't just want software, they want a partner. From my daily conversations, it's clear how much they

value an MIS provider that listens, adapts to policy and practice, and continues to evolve alongside them. The strongest MIS solutions are shaped by past experience, grounded in today's realities, and designed with the future firmly in mind, all with one aim: giving schools the clarity, confidence, and time they need to support pupils and improve outcomes.



Helping schools switch to a **cloud MIS**



By Erol Mehmet, School-by-School
Sales Team Manager

I've spent over 20 years working with educators in supporting schools through change, challenge, and growth. One thing that's remained constant is how important it is for schools to feel confident, supported, and listened to – especially when making big decisions about their MIS.

Many schools are now at a turning point, moving away from long-standing, server-based MIS systems hosted on site towards secure, modern, cloud-based platforms. While the benefits of cloud technology are clear (i.e. accessibility, reliability, and reduced infrastructure costs) we understand that the transition itself can feel daunting. That's where Bromcom and our dedicated School by School team, come in.

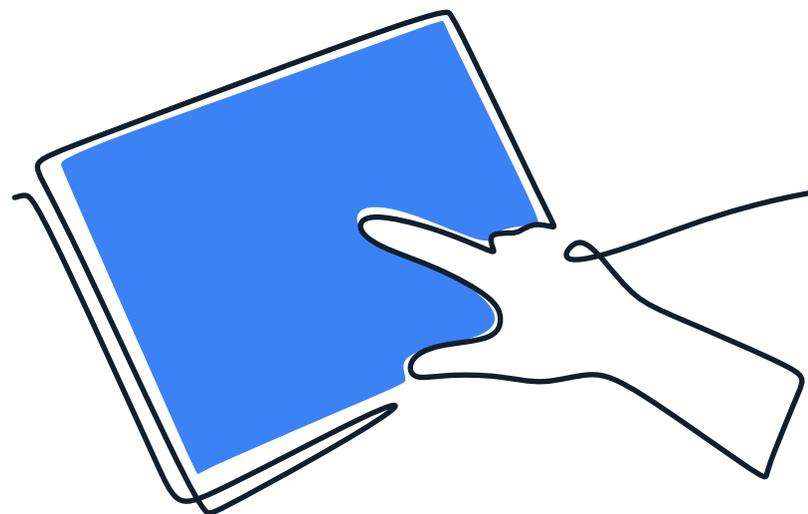
We work with schools to offer a truly hands-on, personal approach. From the very first conversation, we focus on understanding each school's unique needs, priorities, and timelines. Our role is to guide and support you every step of the way, helping you explore what's possible, facilitating meaningful demonstrations, and supporting informed discussions so you can move forward with confidence.

Bromcom is more than just an MIS provider. We offer an all-inclusive, cloud-based, one-stop shop solution designed to simplify school operations and support tighter budgets. By bringing core functionality under one provider, schools can reduce reliance on costly third-party applications,

lowering total cost of ownership while improving integration, efficiency, and data accuracy.

Most importantly, we don't just help schools choose Bromcom – we support them through the journey to go live and beyond, ensuring a smooth, well-planned transition with minimal disruption.

If you're considering the move to the cloud, the Bromcom School by School team is here to make that journey clear, supported, and successful. To get in touch, ring the sales team on 0800 020 7171 or email sales@bromcom.com.



How Rhondda Cynon Taf is using Vision



By Steph Reddington, LA Sales Team Manager

Rhondda Cynon Taf County Borough Council (RCT) is setting a powerful example of how Bromcom Vision can transform the way local authorities (LAs) work with school data – reducing workload, improving confidence in decision-making, and driving better outcomes for pupils.

What is Bromcom Vision?

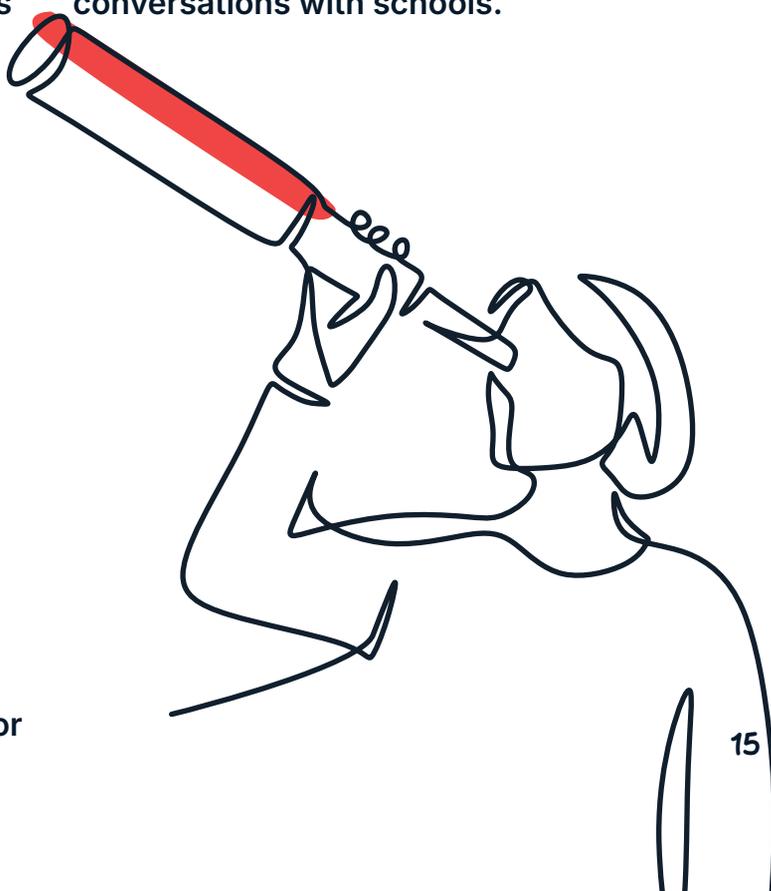
LAs and multi-academy trusts across the UK struggle to pull high-quality data and insights from across their schools, usually relying on static reports generated by expensive, custom-built systems. Vision is a central data hub that enables trusts and LAs to collate and analyse live data from multiple schools via their MIS, and offers them a range of central management tools to action decisions. To learn more, scan the QR code.



At the heart of this transformation is automation. Previously, schools and LA teams relied on regular manual reports, spreadsheets, and email returns to monitor

attendance, exclusions, free school meals, and pupil numbers. With Bromcom Vision, these processes are now automated. Data flows directly from school MIS systems into a central authority view, removing duplication, eliminating weekly data requests, and freeing up time for both school staff and LA officers.

Bromcom Vision has also enabled RCT to move away from fragmented data sources. By working from a single, trusted dataset, teams across admissions, attendance, inclusion, catering, and school improvement are all working from the same information. This consistency has reduced challenge and confusion, improved confidence in reporting, and strengthened conversations with schools.



Crucially, Bromcom Vision also unlocks advanced analysis. By integrating Bromcom Vision data with tools such as Power BI, RCT has gained near real-time insight into trends around attendance, exclusions, pupil movement, and service demand. This allows teams to move from reactive reporting to proactive intervention, identifying issues earlier, targeting support more precisely, and allocating resources where they will make the greatest difference for learners.

The impact is tangible. Automated monitoring of attendance and free school meals supports earlier identification of vulnerability. Clear visibility of exclusions and behaviour trends strengthens inclusion work. And by removing unnecessary manual workload, both schools and LA teams are better positioned to focus on improving outcomes for children and young people.

RCT's approach shows that Bromcom Vision is far more than a reporting layer. Used strategically, it becomes a platform

for smarter working, stronger partnership with schools, and meaningful system-wide improvement. If you want to see how Bromcom Vision can reduce workload, improve data confidence, and transform decision-making in your LA, get in touch with the LA Sales team at LA.Team@bromcom.com.

Hear from RCT about why they chose Bromcom

At a recent event hosted for Welsh LAs, Fforwm Bromcom, Aled Rees from RCT shared why the LA chose Bromcom MIS and Vision, and how our solutions are helping them with data-driven decision making. To watch the short videos, scan the QR code.



The MAT landscape & digital transformation



By Richard Clutterbuck, Head of Strategic Relations & Martin Baker, MAT Partnership Manager

As we step into 2026, the educational landscape for multi-academy trusts (MATs) across the UK is undergoing significant transformation. The past year has been marked by consolidation, innovation, and a renewed focus on strategic digital adoption. From mergers to regulatory changes, MATs are navigating complex challenges while embracing opportunities to improve outcomes for every child.

The changing face of MATs

MAT mergers have become more frequent, driven by the pursuit of scale, efficiency, and improved educational outcomes. While this consolidation offers benefits, it also introduces challenges around governance and organisational culture and structures that require thoughtful leadership. The sector's continued push for academisation has further accelerated MAT growth, particularly in regions previously dominated by local authorities. Larger trusts are expanding, yet there is growing recognition of the value of geographical, community-driven MATs, with accompanying regional structures becoming more widespread among the larger MATs. Balancing centralisation with local autonomy remains a key priority.

Regulatory and strategic shifts

The new Ofsted framework places exceptional emphasis on real-time data to guide inspections and school improvement.

Bromcom's MIS is empowering MATs to meet these demands by providing a single version of the truth across all schools. With live dashboards for attendance and behaviour, leaders can identify trends early, intervene effectively, and demonstrate impact during inspections.

Digital transformation: From necessity to strategy

If previous years have been about digital adoption and consolidation, 2025 was about digital strategy. MATs have moved beyond reactive measures to embrace proactive, trust-wide digital plans aligned with and driven by their wider school improvement and student outcome priorities. Key trends include:

Data-driven leadership

Bromcom's advanced analytics are enabling MAT leaders to drill down into performance metrics, compare schools, and make evidence-based decisions.

Safeguarding and wellbeing

Our Behaviour and Safeguarding tracking modules are allowing early identification of concerns, supporting timely interventions for pupil wellbeing.

Efficiency and centralisation

Our integrated curriculum design and collaborative timetabling tools streamline planning across multiple schools, reducing administrative burden while maintaining flexibility.

Stakeholder engagement

Bromcom's communications suite enhances parental engagement through automated messaging, portals, and apps, building trust, transparency, and community.

Cloud-based collaboration and automation are now central to operational excellence, and Bromcom's MIS delivers these capabilities at scale.

Emerging technologies and AI

MATs are exploring responsible integration of AI for predictive analytics, resource planning, and personalised learning pathways. Bromcom is leading this evolution by embedding AI-driven insights into its MIS, helping trusts forecast attendance patterns, make intelligent connections between key factors affecting student performance, optimise timetables, and allocate resources efficiently.

Looking ahead: 2026 and beyond

The coming year promises further developments in the MAT sector, with several priorities on the horizon including increased standardisation, sustainability, enhanced AI and automation, and cybersecurity.

At Bromcom, we remain committed to supporting MATs through these changes, not just through our innovative technology, but with partnership and expertise to navigate complexity and deliver meaningful

progress so the young people we serve benefit.

2025 showcased the resilience, innovation, and collaborative spirit of the MAT sector. For 2026 and beyond, the challenges ahead are real, but so are the opportunities. With strategic partnerships and robust digital foundations, including Bromcom's MIS modules for attendance, behaviour, curriculum design, timetabling, communications, analytics, as well as Bromcom Vision, MATs are well positioned to achieve their mission of improving outcomes for every child.

"Our school-experienced staff help translate real needs into practical product design"

Experience matters



We sat down with Bromcom's LA Sales Team Manager, Steph Reddington, to find out how her diverse background in schools, including as a Teacher, Assessment Lead, and SENCO, has shaped her work at Bromcom.

What did you love most about working in education?

As well as how rewarding it is to work with children and to shape their young lives, seeing the positive impact I had on the families of children with SEND was very humbling and deeply meaningful.

What was the most challenging part of working in schools?

The workload – I used to work obscene hours (often 60+ hour weeks) which resulted in emotional strain and burnout, and just isn't sustainable in the long-term for anyone's wellbeing. The pressures of being a SENCO are enormous and the lack of support and funding means an endless fight to help the children and families in your care – it's hard not to get emotionally attached.

How does your experience in schools influence the work you do at Bromcom?

It's given me a lot of empathy for teachers and school leaders, and it means I can show schools practical ways our MIS and finance solutions reduce workload and enhance teaching because I've been in their shoes. My frontline experience also drives my passion for continually improving the product, so it helps schools.

From your experience, what part of Bromcom MIS system is most useful?

It has to be the Primary Assessment module: many of our customers are still paying for their third-party assessment apps unnecessarily - our module can almost certainly replace their current product and is likely to be even better!

Why does it matter that Bromcom is built by people who've worked in schools?

It ensures that the systems are fit for purpose and solve real problems rather than just adding shiny but useless features. Our school-experienced staff help translate real needs into practical product design.

What is one piece of advice you'd give to school leaders?

Practise self-compassion - you can't give your best if you don't look after yourself. Taking time to rest, setting realistic boundaries, and allowing yourself space to reflect helps sustain both your wellbeing and your effectiveness.

What is one piece of advice you'd give to school leaders about choosing an MIS?

Choose the MIS that brings the most value to your school and doesn't just have the lowest price or the shiniest features. Focus on finding a product that will make the biggest difference to your school and your students – one that meets your unique needs and school development priorities.

The BromCommunity: Looking back at 2025



By Alec Chapman, Community Lead

The BromCommunity continues to go from strength to strength, and the past year has been one of its most significant yet. Building on the foundations laid in previous years, the community has grown not just in size, but in confidence, maturity, and influence. It has firmly established itself as the largest and most active online user community for an MIS in the UK – something we're immensely proud of.

So, what is the BromCommunity? At its heart, it's an informal, collaborative space where Bromcom users support one another. While the platform is provided by Bromcom, it's very much driven by schools themselves. Users come to ask practical questions, share real-world solutions, challenge assumptions, and compare approaches. For many schools, it has become the first place they turn for advice – often because guidance from peers who face the same pressures is the most valuable of all.

Live engagement has continued to be a major strength. Drop-in sessions, user groups, and bite-sized webinars have all seen strong participation, creating regular opportunities for schools to connect directly with each other and with Bromcom's teams. These conversations don't just solve problems in the moment, they actively shape product decisions and future development.

within the community, sharing guidance, clarifying behaviour, and listening carefully to recurring themes and feedback. That dialogue is critical: many improvements to Bromcom start life as BromCommunity discussions. As the community grows, its value grows with it. The BromCommunity works because people contribute openly, honestly, and generously, and we're excited to keep building on that momentum into 2026 and beyond.

How to register for the BromCommunity

If you're an existing customer, just use your MIS login details or email community@bromcom.com to register. Scan the QR code to log in.



Bromcom staff remain an active presence

Bromcom's Centres of Excellence: Strengthening local support, nationally



By Lia Lilwall, Centre of Excellence –
Business Development Manager

Bromcom's Centre of Excellence (CoE) programme represents a powerful new chapter in how schools and local authorities (LAs) are supported on their digital journey. Built on partnership, expertise, and local insight, Centres of Excellence (CoEs) act as expert-trusted extensions of Bromcom, combining deep product knowledge with a strong understanding of the education landscape.

At its core, a Bromcom CoE is an accredited support partner carefully selected to deliver Bromcom-aligned services to schools and LAs. These partners meet clearly defined quality standards and operate within a robust governance framework, ensuring consistency, accountability, and excellence. CoEs work more closely with Bromcom to deliver enhanced services, share expertise, and help shape the future of support, creating a model that scales nationally while remaining grounded in strong local relationships.

For schools and LAs, the benefits are immediate and tangible. CoEs provide access to specialist Bromcom knowledge delivered by teams who understand local priorities, challenges, and ways of working. Last year, we announced three CoEs – Scomis, Cygnet IT Services, and The Education Space – and we're looking to build a network across the UK. In the future the Bromcom CoE programme will continue to evolve as a cornerstone of Bromcom's long-term service strategy. By blending national consistency with local excellence,

the programme ensures that as Bromcom grows, the quality, responsiveness, and partnership schools rely on only becomes stronger.

To learn more about the programme and find out how your support centre can become a CoE email lia.lilwall@bromcom.com.

Meet the first three Centres of Excellence



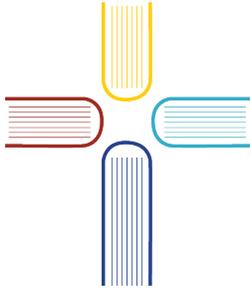
Scomis brings decades of experience working alongside schools and multi-academy trusts to its role as a Bromcom CoE.



As a CoE, Cygnet IT Services offers a personalised, hands-on approach that prioritises clarity, consistency, and long-term partnership.



The Education Space incorporates a modern, people-centred perspective into its role as a CoE.



Case study: St Edmundsbury and Ipswich Diocesan MAT

St Edmundsbury and Ipswich Diocesan MAT is a large multi-academy trust (MAT) with 21 primary schools across Suffolk. In 2022, the trust switched to Bromcom's One-Stop Shop MIS and Bromcom Vision, our central data hub for trusts and local authorities. We recently sat down with Joanne Hipkins, the MAT's School Hub Finance Officer, to find out how they've been getting on with Bromcom MIS since switching, and discuss their transition away from their third-party apps to using their MIS' range of modules.

Reflecting on three years of Bromcom

Joanne shared overwhelmingly positive feedback from across the trust, namely that Bromcom MIS is very efficient and has saved schools both time and money. Administrative processes have been streamlined to such an extent that when admin staff have left a school, replacements haven't been required. Joanne also praised the support provided by Bromcom, particularly the availability of in-person, one-to-one training for new starters and the ongoing support from their customer success manager which has meant issues can be resolved proactively.

Moving away from third-party apps

As part of their One-Stop Shop MIS package, the trust has access to a comprehensive range of modules unrivalled on the market which enable our customers to reduce reliance on costly third-party apps. Over the past year, Joanne led a structured rollout to encourage full adoption across schools. Staff were initially encouraged to use modules such

as Online Payments and Communication from February 2024, before full usage became mandatory in September. While the trust still uses a small number of external systems, including safeguarding and assessment tools, the transition to Bromcom's modules has been smooth, with consistently positive feedback. The MyChildAtSchool app has been particularly well received by parents who value being able to manage payments, trips, and clubs in one place.

Ease of use has been a key factor in the success of the rollout. Even staff with decades of experience using the previous MIS have adapted quickly following training, navigating the system with confidence. And where third-party apps remain in place, Bromcom's ability to integrate with other systems has ensured flexibility without disruption.

"Don't be afraid of switching MIS: it's not as scary as you think! Change is good, and if you switch to an easy-to-use MIS like Bromcom's, you can be sure that your staff will figure things out themselves and quickly come up to speed with the new system."





Case study: Ysgol yr Holl Saint

Last year, Wrexham County Borough Council chose Bromcom as the new MIS provider for all 71 of its schools. The new system was rolled out in phases and Ysgol yr Holl Saint (All Saints Primary School) was one of the first schools to go live. We spoke with Headteacher Richard Hatwood about the school's process of switching to Bromcom MIS and, as he was the Chair of the School MIS Review Group for Wrexham, why the local authority (LA) chose Bromcom.

Choosing Bromcom

Having used their legacy MIS for many years, they wanted to look at what was available on the market in terms of usability and accessibility, and what could meet Welsh Government requirements, particularly in relation to the Welsh language. One of the most stand-out factors for Bromcom was that it's cloud-based. The school's previous server-based system was slow and its clunky user interface made it time-consuming to locate information. In contrast, Bromcom's intuitive design makes for easy navigation, allowing staff to find what they need quickly, even when working off site. The ability to customise the MIS to a school's specific needs was another draw. Richard was especially impressed by the flexibility around assessment, for example.

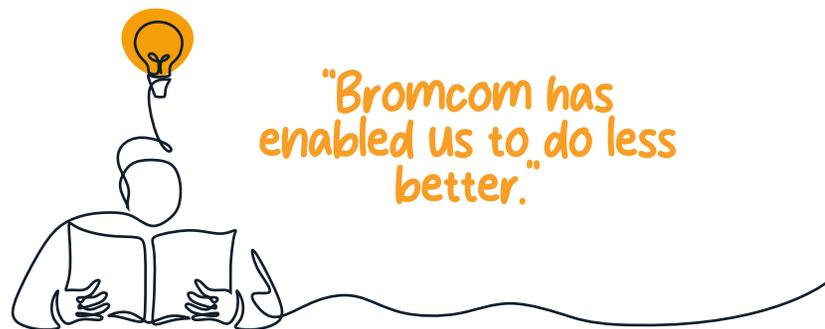
The switching process

While there was some initial apprehension about changing systems, this was eased considerably by the support available from Wrexham's support team and Bromcom's

comprehensive training programme. Staff were able to access both in-person training and online via our training website, with written guides proving particularly useful during the onboarding process.

A successful switch

Since moving to Bromcom MIS, feedback from the school has been very positive. The system has delivered on core requirements while also providing them with valuable new functionality such as automated reports which are delivered by email and reporting tools which reduce the need for manual processes and save time.



The Behaviour module has also stood out, providing alerts and warnings to staff when specific behaviour events occur – this kind of functionality was not available in the school's previous system. In addition, Bromcom's breadth of features has enabled the school to begin reducing its reliance on third-party applications, like cutting the three add-ons they used to use for assessment.

Looking ahead, the school will continue to customise and develop its use of Bromcom, with assessment being one of the key areas for this. Overall, Bromcom has improved usability, speed, and efficiency.

Let's improve education together.

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journey, book a discovery call.**

